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ABSTRACT

The introduction to this suggested resource unit discusses several different approaches to the study of urbanization and its impact in Africa south of the Sahara. Part I of this unit includes an annotated bibliography of selected sources. The brief descriptions of selected materials should prove useful in classroom study, and in the development of units of study organized along the lines of one or more of the approaches suggested. Part II consists of a model teaching unit which is built on an inquiry-teaching strategy. A variety of materials are utilized to explore the impact of urban life on individual Africans, their responses to this way of life, and implications of these responses for the students themselves. It is designed for use by high school seniors. Daily lesson plans, outlines of materials and copies of handouts, work sheets, study guides, and selected reading materials for student use are included. Some related materials are: ED 023 692, ED 023 693, ED 030 010, ED 032 324-032 327, and ED 033 249. (SBE)

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URBANIZATION IN AFRICA

A RESOURCE UNIT

PROJECT AFRICA
1970

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PREFACE

This resource unit has been prepared by William E. Garland, research associate on the staff of Project Africa, a social studies curriculum research and development project located at Carnegie-Mellon University in Pittsburgh, Pennsylvania. It is based on research conducted by Project research associate Lamont Thomas, an experienced classroom teacher of African history and culture, and Mr. Garland. The unit itself has been designed in consultation with leading specialists on African society and urbanization.

This unit consists of an introduction and two major sections. In the introduction, Mr. Garland suggests several different approaches to the study of urbanization in Africa south of the Sahara. An annotated bibliography of selected sources on various aspects of urbanization in Africa and its impact on Africans follows as Part I of this unit. Included here are brief descriptions of selected materials that will prove useful in classroom study of this topic. These materials have been classified and annotated in a variety of ways. Reference to this listing may provide materials and/or ideas which will make possible the development of units of study organized along the lines of one or more of the approaches suggested by Mr. Garland or devised by any classroom teacher.

Part II of this report consists of a model teaching unit. This particular unit is built on an inquiry-teaching strategy and utilizes a variety of materials to explore the impact of urban life on individual Africans, their responses to this way of life and implications of these responses for the students themselves. It is designed for use by high school seniors.

This teaching unit, as reprinted here, includes daily lesson plans, outlines of materials and copies of handouts, work sheets and study guides designed for student use. The unit concludes with a set of reading materials selected for student use. All teacher materials in this resource unit are printed on yellow paper. Materials for use by the students are printed on white paper to facilitate duplication by a thermofax or other similar process.

It should be noted that the teaching plan and instructional materials which comprise this unit, while designed by experienced classroom teachers, have <u>not</u> been tested in any classroom setting. They may or may not be immediately useful for any specific curriculum or group of students. They are presented here, rather, as a <u>model</u> of one possible way to introduce a study of urban life in Africa--as a suggested teaching unit which a teacher may revise, build on or excerpt from as his and his students' objectives, interests and abilities dictate.

This report is by no means presented as a "final product" but rather as a resource--something to be drawn on in building a specific learning experience for a specific group of students. When this bibliography and teaching unit are thus used, they will hopefully contribute to exciting and usable classroom learning about Africa and even, perhaps, about ourselves.

Carnegie-Mellon University
Spring, 1970

Barry K. Beyer, Director
Project Africa

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PART I

SELECTED MATERIALS

ON

URBANIZATION IN AFRICA

AFRICAN URBANIZATION

Africa south of the Sahara, as elsewhere in the world, is urbanizing at an astonishing rate. There are many who view this development with alarm and predict the "dismantling" of the traditional African cultures as an inevitable consequence. Other observers tend to make light of the often severe personal and group problems which do in fact occur in African cities. They view these problems of adjustment as mere "growing pains." What is too often overlooked by both groups, however, is the sheer variety of urbanism in Africa--a variety which makes it very difficult to generalize about an "African" urbanization.

Most important of all, one should recognize that the city is not new to Africa. Trading cities have risen and fallen in Africa along with the fortunes of the trans-Saharan traders and those of the sea captains carrying merchandise between the ports of India and China and those of East Africa. Other cities, centers of political and religious dominance, have developed throughout the continent--in fact, this has likely been a fairly common development all over Africa. Indeed, at least one of the people's of Africa have a centuries-old tradition of urbanism. The Yoruba people have apparently lived in cities since their arrival in Western Nigeria and now look "down" upon people who do not live in cities. They call them Hicks! Thus, it should be clear that the impact of urbanization on Africans will likely vary considerably--at least to the extent to which a given area has had some prior experience with an urban way of life.

Approaches To Studying African Urbanization

The teaching of Urbanization in Africa can be an exciting experience for high school students, perhaps simply because city life is so powerful a force in their own lives as well as in that of Africans. It would be especially exciting, moreover, to teach such a unit along inquiry lines. So little is really known about African urbanization--or indeed the impact of an urban way of life on people everywhere--that students so engaged would be truly operating on the "cutting edge" of social science knowledge.

Information about African cities may also be thought of as comprising a vast data bank. From such a bank, teachers and students may withdraw certain selected facts so as to develop an understanding of concepts taken from the social science disciplines. For example, one may help students to conceptualize one of the methodological tools of geography by arranging--or have them arrange--the urban data spatially, as on maps, then perhaps they might make go on to inferrences about the quality of life in the social "universe" encompassed by that data. Substantive concepts from sociology--"role" or "norm", for instance--might reasonably be developed from a comparison of life styles in the village and its nearby city. Or perhaps students might go beyond such "narrow" field of vision and even develop generalizations about social change itself!

Finally, although not exhaustively, data dealing with cities in Africa

may be approached at the individual level of analysis. Such a way of looking at African city life might be expected to have considerable appeal for high school students as the materials for such analysis--case studies and fictional accounts--may have some intrinsic appeal. It is, in fact, a much more intense and emotion-laden view of city life than the more "objective" approaches mentioned earlier in the introduction.

Introduction to Materials on African Urbanization

So as to assist teachers in planning units, perhaps along the lines suggested above, we have prepared the following materials:

Part I Selected Materials on African Urbanization

Part II A Teaching Unit on African Urbanization

I. SELECTED SOURCES ON AFRICAN URBANIZATION

A. GENERAL SOURCES

Herskovits, Melville J. The Human Factor in Changing Africa. New York: Alfred A. Knopf, 1967. pp. 259-297. (500 pp. Hardcover).

In his chapter on "The City," the author presents an exceptionally clear and comprehensive--yet brief--description of the qualities of city life in Africa. In addition to tracing the history of African cities which pre-dated the arrival of Europeans, Herskovits also details some of the problems and solutions of rural African migrants to the city.

Little, Kenneth. West African Urbanization: A Study of Voluntary Associations in Social Change. London: Cambridge University Press, 1965. (179 pp. Hardcover).

This is a crucial book for an understanding of the ways which voluntary associations assist in the transition from a rural to an urban way of life in Africa. It also contains a useful chapter concerned with explaining just why it is Africans are making the move to the city in such large numbers. The title of the work is misleading, however, as one might infer an extremely scholarly, esoteric treatment of the subject, when in fact it is written in exceptionally "plain" language.

Lloyd, P.C. Africa in Social Change. Baltimore, Maryland: Penguin Books, 1969. (363 pp. Paper).

For all its brevity, this "little" book manages to present a detailed analysis of social change in Africa. The introductory chapter provides a useful description of the base-line for change - "the heritage of the past" - and the remainder of the book captures the scope and magnitude of departures from this past. His chapters on "Urban Life" (#4), "Urban Associations" (#8) and the "Strains of Change" (#10) are particularly relevant and lucid to those interested in the urban aspects of such change and conflict.

Mabogunje, Akin L. Urbanization in Nigeria. New York: Africana Publishing Corporation, 1968. (353 pp. Hardcover).

Despite widely accepted recognition of the longevity of Yoruba cities, it is quite difficult to get primary materials on their development. Mabogunje's book, however, is a goldmine of data on urbanization in this part of Africa. Not only replete with maps, tabular data, and quoted eyewitness descriptions of Yoruba towns, the book is also a particularly clear presentation of an economic view of the dynamics of urban life.

McCall, Daniel F. "The Dynamics of Urbanization in Africa," in Ottenberg, Simon and Phoebe. Cultures and Societies of Africa. New York: Random House, Inc., 1960. pp. 522-535. (614 pp. Hardcover).

More than the other sources annotated here, McCall's article is concerned with the present reality of urban life in Africa. Along these lines, the author lays out the major areas of difficulty confronting Africans today due to urbanization--and those likely to remain problems for some time to come. An interesting aspect of the article is McCall's hypothetical description of an outline of urban growth in Africa.

Miner, Horace (ed.). The City in Modern Africa. New York: Frederick A. Praeger, Publishers, 1967. (364 pp. Hardcover).

The editor's conceptualization of the city as "a center of dominance" provides a useful preface to this anthology on cities in Africa. The topics discussed range from a socio-historical description of the development of Kampala, Uganda; to that of an empirical study of changing life-styles in Ibadan, Nigeria. A fine collection of some of the more recent social science research on cities in Africa.

van den Berghe, Pierre L. Africa: Social Problems of Change and Conflict. San Francisco: Chandler Publishing Company, 1965. (549 pp. Hardcover).

Section V in this book of readings, "Urbanization and Culture Contact," is especially devoted to the description and analysis of urbanism and urbanization in Africa. However, since much of the "social problems of change and conflict" are taking place in cities, many of the other articles reprinted here are equally relevant to studies of the impact of cities on traditional Africa. This is one of the better collections of readings on cities in Africa.

II. SELECTED ASPECTS OF AFRICAN URBANIZATION

A. INDEX TO TOPICS AND SOURCES

The numbers listed after each selected aspect of urbanization indexed in this section refer to the alphabetized and numbered titles in Part B.

The Lure of the City

There are many reasons why Africans are moving from their traditional homes in rural villages to their cities, not the least of which is hunger. Africa, like all industrializing areas of the world, is experiencing a rapid growth in population. However, the typical motives behind an individual's decision to seek a life in the city should not seem strange to the Western reader.

First impressions 2, 3, 5, 12, 19

Excitement 1

Social Mobility 1, 3, 5, 12

New Social Roles 6

Education 16

Social Disorganization

A pervasive aspect of the dynamics of urbanization everywhere is a breakdown in the "face-to-face" community so characteristic of a rural existence. The impact of this loss on individual migrants, of course, varies in intenisty and duration--but all feel it to some degree and it usually takes the form of feelings of alienation or anomie.

General aspects 2, 6

Alienation 2

Anomie 11, 18, 20, 21

Sources of Group Conflict

There are those who argue that the "new" Africa is to be born in the cities. If this is so, the process, like all birth experiences, is not accomplished without some pain. Below we have indexed selections from African literature which reveal a few of the major sources of group conflict which exist in African cities today.

Sources of group conflict 7, 19

Rural/Urban Life: Continuities

There seems to be a tendency for those who write about African urbanization--indeed urban life throughout the world--to focus in on the disorganized and negative aspects of the changes which are occurring there. Such a view, however, fails to consider that there is a significant degree of continuity--from the "old" to the "new"--which persists despite the admitted tendency toward total rejection and alienation from the "old" ways of life.

Some continuities 3, 12, 14, 17, 21

Rural/Urban Life: Discontinuities

While it is true that there is much of the "old" in the "new" in African cities, one cannot deny that the gulf between a rural life and that found in the city is often quite wide, as one begins to see in the sources indexed below.

Some discontinuities 8, 9, 12, 19, 21, 23

Social Re-Organization

There is in African cities, as in all cities, the ubiquitous "voluntary association." These private clubs, tribal organizations, churches, self-help groups, and unions (for example) provide a number of functins for their membership--not the least of which is just "fun." Chiefly, however, they form the cultural "bridges" which make acculturation of rural migrants less abrupt and traumatic.

Social Re-Organization 16, 21

Race Relations

As we have implied above, an individual African's adjustment to the new modes of life in the city is at best a difficult process. However, as the sources indexed below indicate, when these conditions of life are combined with racial policies directed against Africans, life often becomes extremely difficult to bear.

Race Relations 1, 4, 10, 13, 15, 22

B. SELECTED SOURCES

1. Abrahams, Peter. Tell Freedom, New York: Alfred A. Knopf, 1954.

Race Relations

pp. 196-202 — The problem of race appears to compound the difficulties faced by African immigrants to the city in this excerpt on making a living in Johannesburg.

pp. 192-193 — The author remembers escaping his slum yard in Johannesburg and walking into the white areas, only to become increasingly tantalized by the style of life he glimpsed there and, at the same time, increasingly frustrated by the omnipresent barrier of caste to a realization of such a life style.

pp. 238-240 — The caste barrier is reflected in the distribution of electric lights, observes the author--"White: lights. Black: darkness." As he views the city from afar and reflects about the enigma of racial separation in such a beautiful setting, the reader glimpses the frustration Abrahams feels living such an existence.

pp. 207-211 — The intricate "pass" system as it effects each Black African in South African cities is described here in some detail. A man's life, reflects the author, "is controlled by pieces of paper."

Lure of City (Excitement)

pp. 275-278 — A young man explains why he feels pulled toward the city--despite the race relations disadvantage he knows to exist.

Lure of City (Social Mobility)

pp. 236-238 — Africans "on the way up" (socially mobile) resent the arrival of a new slum family to their suburban neighborhood. The hostility directed toward this family derived from resentment of "being reminded of our origins," we are told.

2. Abrahams, Peter. Mine Boy. London: Heinemann Educational Books, Ltd., 1963.

Lure of City (First Impressions)

pp. 11-13 — Xuma, the hero of the novel, arrives in the city and the reader shares this initial experience.

Social Disorganization (General)

pp. 30-33 — The author describes a street scene in a Black African ghetto and his own agressive tendencies which explode when the police arrive.

Social Disorganization (Alienation)

pp. 90-93 — As Xuma reflects on his life, he reveals his deep feelings of loneliness and alienation which partly result from his life in the city and partly from the social caste barriers he and his people must daily face.

3. Achebe, Chinua. No Longer at Ease. London: Heinemann Educational Books, Ltd., 1965.

Lure of City (First Impressions)

pp. 16-18 — The hero of this story reflects upon his early impressions of Lagos as compared with the "present" reality in a Lagos slum.

Lure of City (Social Mobility)

pp. 67-170 — The daily life of an educated Nigerian is portrayed. Especially related is the significance of a university degree in upward mobility and some of the symbols (as, for example, a car) associated with upper-class status.

pp. 38-41 — As Obi undergoes an interview for the "Senior Service" some residual expressions of "the Colonial mentality" creep in as Board members question his abilities and motives.

Rural/Urban Life: Continuities

pp. 160-162 — A voluntary association--here the tribally based Umuofia Progressive Union--helps a brother member through a family crisis, the death of his mother.

4. Altman, Phyllis. "The Paper Writers," in Shore, Herbert L. and Megchelina Shore-Bos (ed.'s). Come Back, Africa! New York: International Publishers, 1968. pp. 41-46.

Race Relations

pp. 44-46 — A short story which describes the personal difficulties which are visited upon an elderly urban migrant because of racial policy in South Africa.

5. Awo, Obafemi. The Autobiography of Chief Obafemi Awolowo. Cambridge, England: Cambridge University Press, 1960.

Lure of City (First Impressions)

pp. 32-33; 36-37 — The author describes his boyhood introduction to the Yoruba city of Abeokuta.

Lure of City (Social Mobility)

p. 30 — A father desires that his son be educated so that he may "be a man of consequence in accordance with prevailing civilised standards."

pp. 73-74 — The author relates a difficult period in his life when he lost his clerical job because of the "pull" of another and discusses his aversion to civil service work as it is dominated by African "yes men."

p. 68 — One way to "success" in the city is through a career in teaching--but success has a ceiling for the author in class stratified Abeokuta, Nigeria society.

6. Ekwensi, Cyprian. Lokotown and Other Stories. London: Heinemann Educational Books, 1966.

Lure of City (New Social Roles)

pp. 3-43 — A general description of the daily life led by a man and a woman who live in Lokotown--especially revealing some of the reasons which lure people to the city and sources of social conflict in urban settings.

pp. 99 — This is the story of a young girl who flees a brutal husband and takes up a residence--and a new identity--in Accra, Ghana.

Social Disorganization (General)

pp. 107-109 — An unsuspecting naive "provincial girl" is taken in by a hustler as she awaits the arrival of a train in Lagos, Nigeria.

pp. 136-137 — The author's bitter reflection on what happens to a man's personality in the city is reflected in this brief incident in a bar.

Social Re-Organization: Voluntary Associations

pp. 112-113 — One of the functions of "clubs" is simply to "escape" from the cares of the world as we see in this description of the "Harlem Club" and the variety of people who frequent it.

7. Gwala, T. H. "The Thing," in Shore, Herbert L. and Megchelina Shore-Bos (ed.'s). Come Back, Africa! New York: International Publishers, 1968. pp. 75-81.

Sources of Group Conflict

Women protest unemployment and poverty in the city.

8. Hillmann, Ellen. "Life in a Johannesburg Slum Yard," in Ottenberg and Phoebe Henberg (ed.'s). Culture and Societies of Africa. New York: Random House, 1960. pp. 546-564.

Rural/Urban Life: Discontinuities

The author describes at some length the conditions in which South Africans lived in the 1930's in Johannesburg, South Africa. While the pattern of race relations certainly raises many problems to extreme levels, the gap between the traditional rural way of life and that of the often confusing city setting is clearly evidenced by this description. The author suggests that the problems described here have, in fact, compounded since the 1930's.

9. Jahoda, Gustav. "Love, Marriage, and Social Change: Letters to the Advice Column of a West African Newspaper," in Van Den Berghe, Pierre L. Africa: Social Problems of Change and Conflict. San Francisco, Calif.: Chandler Publishing Company, 1965. pp. 143-158.

Rural/Urban Life: Discontinuities

pp. 146-151 — Letters to an African newspaper's "Ann Landers" column reveals the often humorous variety of problems faced by young men attempting to adjust to new social norms.

10. Jordan, A. C. "You Tell Me to Sit Quiet," in Hughes, Langston (ed.). Poems from Black Africa. Bloomington, Indiana: Indiana University Press, 1968.

Race Relations
pp. 111-113 — The author derides passive acceptance of white rule (implied) with reference to nature--and it is "natural" he implies, to protect one's home and children; to run personal risks for the sake of family; to feel proud at one's heritage and to seek after knowledge.

11. Kariuki, Joseph. "Come Away, My Love," in Moore, Gerald and Ulli Beier. Modern Poetry from Africa. Baltimore, Md.: Penguin Books, 1966.

Social Disorganization (Anomie)
p. 164 — The poet yearns to have human contact as a means to ward off the "streets, where unkind eyes divide, and shop windows reflect our difference."

12. Laye, Camara. The African Child. London: Fontana Books, 1966.

Lure of City (First Impressions)
pp. 123-125 — A young migrant to the city describes his initial reactions and impressions of city life.

Lure of City (Social Mobility)
pp. 128-130 — City life is connected with an education designed for upward mobility.

Rural/Urban Life: Continuities
pp. 140-141 — The young student, anxious to "pass his examinations," turns to his family's traditional religion to assist him at this time of crisis.

Rural/Urban Life: Discontinuities
pp. 52-53 — A brief passage comparing the life-style, and particularly the manners, of "country-people" and "city-people."

13. Luthuli, Albert. Let My People Go. New York: McGraw-Hill Publishers, 1962.

Race Relations
pp. 203-206 — The author presents an economic view of Black African life in South Africa--"our home," he asserts, "is the white man's garbage can." Life is pictured as subject to the whims of a power elite which among other things maintains a reservoir of cheap Black labor so as to depress union movements. There is, he concludes, no hope for Blacks in South Africa given the present political expressions of apartheid.

14. Lloyd, Peter C. Africa in Social Change. Baltimore, Md.: Penguin Books, 1969.

Rural/Urban Life: Continuities
p. 113; 116 — Lloyd generalizes about kinship ties in South as compared to West Africa and concludes that it is easier for West African urban dwellers to return home.

15. Matthews, James. "The Park," in Rive, Richard. Modern African Prose. London: Heinemann Educational Books, 1969. pp. 160-174.

Race Relations
pp. 160-174 — The effect of apartheid on a small boy in South Africa is revealed in this sketch of one day in the life of a child in the Capetown slums.

16. Mboya, Tom. Freedom and After. Boston, Mass.: Little, Brown, and Company, 1963.

Lure of City (Education)
pp. 17-18 — The opportunity for education, or money for further education, lures the author to Nairobi, Kenya.

Social Re-Organization (Voluntary Associations)
pp. 19-26 — One aspect of voluntary associations, we see, is to train leaders for an African elite. Mboya's interest in the trade union movement, for example, began with his election as secretary to the African Staff Association; this passage briefly describes how one such association operated--both economically and politically--in strife-torn Nairobi, Kenya.

17. Mensah, Albert Kayper. "The Ghosts," in Reed, John and Clive Wake. A Book of African Verse. London: Heinemann Educational Books, Ltd., 1967. pp. 36-42.

Rural/Urban Life: Continuities
pp. 36-42 — The introduction to this excellent poem, addressed to African nationalism, is a particularly affective treatment of life in the city (Kumasi, Ghana) perceived through African eyes and ears.

18. Modisane, Bloke. "Lonely," in Hughes, Langston (ed.). Poems from Black Africa. Bloomington, Indiana: Indiana University Press, 1968.

Social Disorganization (Anomie)
pp. 110-111 — The reader glimpses the existential world of a city dweller in this brief poem.

19. Nkrumah, Kwame. The Autobiography of Kwame Nkrumah. London: Thomas Nelson and Sons, Ltd., 1957.

Sources of Group Conflict
pp. 75-78 — A riot in downtown Accra follows news that a peaceful demonstration on the part of ex-servicemen resulted in a violent clash with the police and bloodshed. In these times of general unrest, we see the growth of Nkrumah as a leader of the people.

Rural/Urban Life: Discontinuities
p. 132 — Nkrumah regards the impact of Western culture on Africa as being a mixed blessing. "Offences like forgery, bribery, and corruption," he argues,"...were practically unknown in our early society."

Lure of City (First Impressions)

p. 13 — A brief mention of Nkrumah's introduction to city life in this selection.

20. Peters, Lenrie. "Nobody Knows," in Satellites. London: Heinemann Educational Books, 1967.

Social Disorganization (Anomie)

pp. 16-18 — An extremely poignant poem revealing the innermost thoughts and feelings of a Black African in a South African city.

21. Plotnicov, Leonard. Strangers to the City: Urban Man in Jos, Nigeria. Pittsburgh, Pa.: University of Pittsburgh Press, 1967.

Rural/Urban Life: Continuities

pp. 305-308 — Genealogical charts are displayed for three of the people studied in this analysis.

p. 92 — The persistence of the family in urban Africa is related in this first person narrative account.

p. 173 — An urban dweller nostalgically recants "what he would be doing if he were in his village now." But, though yearning for "home," he cannot explain why he stays in the city.

p. 249 — Young children are educated in the "old" traditions in an African city. A first person account of the efforts of one individual to transmit traditional social norms to the family's children.

p. 243 — A man describes the shame connected with his abject poverty--a condition he apparently arrived at because of his earlier fidelity to his kinship.

Social Disorganization (Anomie)

p. 201 — Peter Ekong's fears associated with returning to his home village reveal his marginality--he has no "home."

Rural/Urban Life: Discontinuities

pp. 100-101 — A Yoruba elder recognizes that old traditions concerning the marriage of a daughter are incompatible with her Western education.

p. 98 — Modern vs. traditional customs of role selection are compared.

p. 106 — Attitudes toward Christianity, Islam and "Paganism" are revealed in this autobiographical narrative.

Social Re-Organization (Religion)

pp. 250-251 — The ways in which church membership serves to assist "fellow townsmen" is related in this autobiographical narrative account.

Social Re-Organization (Voluntary Associations)

p. 191 — Voluntary Associations (clubs) are mixed blessings as they may contribute to family bickering such as is described in this passage.

p. 105 — Going to the meetings of the association is mandatory on the part of members of this village/tribal association.

pp. 194-195 — A brief description of one activity engaged in by a tribal union--organizing a "play" to make money.

22. Rive, Richard. "The Bench," in Shelton, Austin J. (ed.). The African Assertion: A Critical Anthology of African Literature. New York: The Odyssey Press, 1968. pp. 223-229.

Race Relations

pp. 223-229 — A Black African meets the challenge of white racism in Capetown, South Africa with an original African version of the "set in" demonstration.

23. Williams, Ronald. "Home Girl," in Shore, Herbert L. and Megchelina Shore-Bos (ed.'s). Come Back, Africa! New York: International Publishers, 1968. pp. 67-72.

Rural/Urban Life: Discontinuities

pp. 67-72 — A brief tale in which is revealed the qualitative differences between a young girl "untainted" by city life and in addition starkly portrays the way in which race relations in South Africa exacerbate the already difficult adjustment Africans must make to urban life styles.

PART II

A TEACHING UNIT

ON

URBANIZATION IN AFRICA

Activity 1

A) Introduction: This activity introduces students to Africa. It is planned to motivate inquiry into urban aspects of African life by challenging student stereotypes of African life and Africans.

Specifically, the objectives of this activity are:

To challenge student stereotypes about Africa.

To introduce students to aspects of urban life in Africa.

To motivate students to inquiry about urbanization in Africa.

B) Materials: Handout #1 - The Meaning of Africa
Recording - The Meaning of Africa
Record/filmstrip - Africa south of the Sahara

C) Suggested Strategy:

1) Distribute Handout #1--The Meaning of Africa--and direct students to use it to follow along with the reading of this poem.	
2) Play the Recording The Meaning of Africa.	
3) Ask: WHAT DID THE POEM SAY? Allow sufficient time for the students to respond. It may be necessary, however, to ask:	
a) WHAT QUESTION IS ON THE POET'S MIND?	What is Africa?
b) WHY DOES HE FIND THE ANSWER TO THIS QUESTION SO DIFFICULT?	Because: 1) Africa is a land of great contrasts--(e.g. "loving the sophistication of your brave new cities" yet "huddled heaps of four mud walls and thatched, falling grass roofs....") 2) Africa is so large--(e.g. "We look across a vast continent and call it ours.")

c) WHAT IS THE POET'S ANSWER TO HIS QUESTION?

There is no "once and for all" Africa. Africa is an idea which is shaped by each individual's perceptions.

4) Ask: TO WHAT EXTENT DO YOU THINK THIS IS AN ACCURATE DESCRIPTION OF AFRICA? If students agree or disagree with the author's conclusions ask: WHAT DOES AFRICA MEAN TO YOU?

Make a list on the board of the students' images of Africa which emerge from this discussion.

Such a list might include:

Few cities
Mostly agricultural
Wild animals
"Natives"
Jungles
...

5) Tell the students we have a filmstrip/record about Africa south of the Sahara with which we can check to see if our ideas about Africa are right.

Play the record/filmstrip Africa south of the Sahara. Direct the students to watch and listen to see if their image (on the board) is accurate.

6) Direct student's attention to the list on the board and ask: TO WHAT EXTENT DOES THIS FILM CONFIRM OUR IDEAS ABOUT AFRICA?

Ask: IN WHAT WAYS DID IT DEMONSTRATE THAT WE WERE WRONG?

Ask: WHAT DID YOU SEE THAT YOU DIDN'T EXPECT TO SEE?

Kids might suggest:

...So many different kinds of people.

...The nature and size of African cities.

...The sheer diversity of life in Africa.

...

7) Tell the students that an important aspect of Africa today is city life and that we will begin to examine this side of Afriacan life tommarow.

AFRICA SOUTH OF THE SAHARA

Slide/tape Script

PART I: PEOPLE

Africa--the Dark Continent--the mysterious land. To many different people, Africa has been so many different things. But if there is any one truth to be said about it today, it is that Africa is a land of infinite variety, and of ever-quickening change. We will see some of the different facets of African life, of the African experience today. But above all else, Africa means a startling variety--of people.

PART II: WHERE PEOPLE LIVE

Just as there are many types of people in Africa, there are many types of places and dwellings in which they live. Though most Africans still live outside the cities, there are more kinds of cities in Africa than you might suspect--especially if you want to look at a city as a settling place for a community of people--as a place where people live. But a city, a town, a village, is more than just a place of dwelling. It nearly always functions as a market--a place for people to buy and sell whatever they have, including their labor. The new, Western-style cities in Africa have other functions--as centers of government, as centers of learning, as places of business and pleasure. Africa is even now beginning to urbanize at a fantastic rate--as the West did long ago. But most Africans still know only their village--or the one just up the river--or over the next rise. The place where people live.

PART III: THE THINGS PEOPLE DO

And as various as the places people live are the things that people do in Africa today. Most of the people do what they have always done--hunting and farming and fishing and making what they need to live. But there are new skills needed--especially in the cities--and Africans use these too. There, the old crafts become items for market--and customers are where you can find them. The new way of life means many different things--schools and armies, miners and goalkeepers, traders and barbers and brides. But for all this, most Africans still live a rural existence, taking their sustenance, their work, their pleasure, and their pain from the land.

PART IV: THE WAY PEOPLE WORSHIP

Like everything else in Africa, there are as many different religions as one might wish to find. The older gods still live, but have been forced to make room--for Christian, Hindu, Moslem, Jew, and more. The gods of many peoples are abroad in the African land.

PART V: THE COLOR OF THE LAND

And above all else, there is the land--vast and beautiful, changing and changeless, showing a thousand faces. What emerges always is color--the deep, rich, variagated hues of the African landscape: the color of the land.

PART VI: THE YIELD OF THE LAND

Of course, it's not just the beauty of the land that is important, but what the land yields, in order that the people may live. In Africa,

the land can yield much--and its variety is very great. From all parts of the continent come the foods and materials man cannot do without. And on some of the land, man builds mighty structures to satisfy more of his needs. Industry is coming to Africa, and a new future comes with it. The continent is on the move.

PART VII: THE WAY PEOPLE MOVE

There are many places to go in Africa, and many ways to get there--but sometimes you never get there at all.

Wherever you're going, there are old ways and new ways to get there--and you must always be ready for what you don't expect.

Today, above all, Africa is a land of movement and change--but sometimes the movement grinds to a halt, and there's only one thing to do--you fall back on the most basic resource of all...

PART VIII: PEOPLE

...on the people.

AFRICA SOUTH OF THE SAHARA

(Slides)

1. AFRICA SOUTH OF THE SAHARA (title)
2. Map of Africa 1590
3. Kallu (Mech'a Galla)
4. Hausa boy
5. Amhara man
6. Hausa girl
7. Ashanti man
8. Herero woman and child
9. Fulani girl
10. Ghanaian man
11. Narrango (Ghana)
12. Hausa men
13. Amhara woman
14. Hottentot children
15. Zulu medicine man
16. Yoruba boy
17. Amhara woman
18. Hausa soldier
19. Ganda child
20. Kikuyu women
21. Sudanese man
22. Tuareg man
23. Masai man
24. Ashanti woman
25. Hausa boy
26. Hausa policeman
27. Indian in Uganda
28. Cape colored man
29. Yoruba man
30. Boer man
31. Mande woman
32. Amhara man
33. Fulani woman
34. Galla man
35. Bakongo boy
36. blank
37. Masai hut
38. Johannesburg
39. Transvaal village
40. Capetown
41. Home in Kama, Congo
42. Hut in South Africa
43. Dan Hausa in Kano
44. Kraal in Zululand
45. Salisbury apartment complex
46. Village huts
47. Home in Chimali, Tanzania
48. Home near Lake Victoria
49. Dar es Salaam
50. Village of Jebba, Nigeria

51. Kano Old City
52. Monrovia, Liberia
53. Capetown
54. Kivu, Congo
55. Harar, Ethiopia
56. Addis Ababa
57. Kampala, Uganda
58. Monrovia, Liberia
59. Village in West Cameroon
60. Village in Nigeria
61. Kampala street scene
62. African store at Hammarsdale, S. A.
63. Line of unemployed, Nairobi
64. Luanda Angola
65. Parliament building, Kampala
66. Parliament building, Freetown
67. Ibadan University
68. Parliament, Nairobi
69. Hausa drummer
70. Nairobi
71. Kenyatta Avenue, Nairobi
72. African housing, Kano
73. Zulu Kraal, S.A.
74. Fishing village, Senegal
75. Fulani hut, Nigeria
76. blank
77. Masai herdsman
78. People near Axum
79. !Kung hunter
80. South Africa farmer
81. Fishermen near Dakar
82. Machinist, Addis Ababa
83. Weaver in Nigeria
84. Pineapple cannery, Swaziland
85. Liberian hospital
86. Home construction
87. Engineering class
88. Street scene, Ghana
89. Kano market
90. Ivory carver
91. Kano market
92. Harar market
93. Ghana market
94. Ghana market
95. School classroom, Tanzania
96. Police band, Tanzania
97. Miners, Swaziland
98. Goalkeeper, Nigeria
99. Loading rubber, Firestone plantation
100. Barber in Malawi

101. Marriage ceremony, Uganda
102. Farmer in Ethiopia
103. !Kung hunter
104. Felling a tree
105. Swimming
106. Kikuyu woman
107. blank
108. Drum
109. Kampala mosque
110. Hausa building
111. Axum - church
112. Lalibela
113. Mask
114. Mask
115. Lalibela church
116. Kano mosque
117. Galla ceremony
118. Church in Windhoek S.A.
119.
120. Anglican church, Nigeria
121. Home in Kano
122. Hindu temple, Kampala
123. Crowns - Axum
124. Drum
125. Elephant
126. Victoria Falls
127. Giraffe - Kilimanjaro
128. Aerial view Ethiopia
129. Capetown
130. Harrar province valley
131. Highlands - Ethiopia
132. South Africa uplands
133. Tis-Abbai Falls, Ethiopia
134. Liberian rainforest
135. Kilimanjaro
136. Nigerian savanna
137. Uganda Savanna
138. Candelabra tree
139. Kaduna River at Zungeru
140 Road in Somalia
141. Chimala, Tanzania
142. Road in rainforest
143. Beach - Zanzibar
144. Great Karoo, S.A.
145. Game reserve, Kenya
146. Mt. Kenya
147. Angola Savanna
148. Lion at Amboselli
149. blank
150. Coffee beans

151. Grain (closeup)
152. Peanuts (closeup)
153. Diamonds (closeup)
154. Cocoa pods (closeup)
155. Cotton
156. Rice fields
157. Rubber tree
158. Picking coffee beans
159. Sisal drying
160. Tobacco leaves (closeup)
161. Collecting latex
162. Pineapple sorting
163. Lumber truck - Ghana
164. Cultivating corn - Nigeria
165. Banana trees
166. Pile of groundnut bags - Kano
167. Power station - South Africa
168. Generator room - Jinja
169. Steel mill
170. Akonambu Dam - Ghana
171. Steel mill - Vereeniging
172. blank
173. Street signs
174. Fishing canoe - Zanzibar
175. !Kung walking
176. Airplane
177. Large canoe - Cameroon
178. Camels in Ethiopia
179. Dhows on Lake Victoria
180. Trucks stuck in mud
181. Dugout canoe
182. Railroad train
183. Boy on donkey
184. Man on Scooter
185. Stern-wheeler
186. Dugout at bank of river
187. E.A.L. plane
188. Sign at Murchison Falls State Park
189. Floating logs to mill
190. Camel and rider
191. Dhows at Dar es-Salaam
192. Boy on homemade bike
193. Long distance bus
194. Hottentots
195. Fisherman in boat
196. Crossing dry wadi
197. Arab closeup
198. Hausa student
199. Topnaar Hottentot playing guitar
200. Chagga girl

201. Ashanti (closeup)
202. Galla children
203. Fulani (closeup)
204. Amhara grandfather
205. Nilote (Khartoum)
206. Kikuyu man
207. Fulani boy
208. Yoruba girl
209. Ethiopia army officer
210. Amhara college professors
211. Masai woman
212. Child at Lalibela
213. Hausa man
214. !Kung grandmother
215. Ilboro boy in school
216. Damara youth
217. Angcan priest - Nigeria
218. Hindu girl (Tanzania)
219. Hausa youth
220. Fulani girls
221. Rhodesia farmer
222. Hausa soccer player
223. Fulani herdsman
224. Hausa girl
225. Haile Selassie
226. Fulani boy
227. Chinedozi Anonye
228. PROJECT AFRICA (credits)

HANDOUT #1 ACTIVITY 1

THE MEANING OF AFRICA

Africa, you were...

From Nicol, Abioseh. "The Meaning of Africa." in Langston Hughes, (ed.). Poems from Black Africa. Bloomington, Indiana: Indiana University Press, 1968. pp. 40-43.

...our separate dreams....

ACTIVITY 2

A) Introduction: Activity two is designed to help students hypothesize about urbanization in Africa. While most of this unit is directed at a study of the impact of city life on individual Africans, the focus here is urbanization at a more general level of analysis; first the entire continent and then cities in four specific areas of Africa. A second theme of this activity, in addition to the sheer number of cities in Africa, is that of the rate at which African cities are growing.

The specific objectives of this activity are:

To know that rapid urbanization has been occurring in Africa since 1910.

To hypothesize about cities in Africa.

To make inferences from data.

B) Materials: Transparency I - "African Cities with Population of 50,000+: 1910-1970"

Data Sheets - 4 sets; 7 per set

Reading - "Introduction"

Study Guide - Activity Two

C) Suggested Strategy:

1) Tell the students that today we will begin our study of cities and city life in Africa Ask: BASED UPON THE FILMSTRIP/ RECORD WE SAW YESTERDAY, WHAT IDEAS DO YOU HAVE ABOUT CITIES IN AFRICA? Make at least three (3) lists on the borad: one for student ideas about the rate of African urbanization; one for the degree of urbanism in Africa, and one for ideas descriptive of what is in an African city.	Students might list: Rate of urbanization rapidly urbanizing recent urbanization caused by European contact ... Degree of urbanization most Africans still rural most cities are ports ... Description mud walls colorful crowded smelly ...

2) In order to get a picture of what a city of 50,000 may be like, direct the students to read the introduction on p. 1 of their booklets.

   Allow about 5 minutes to complete the reading.

3) Tell the students we have some data which we can use to test our ideas on the board about the number of cities in Africa.

   a. Project Transparency I

   b. Project overlay A.
      Ask: WHAT DOES THIS DATA TELL US ABOUT CITIES IN AFRICA?

Students should note:

Cities were few in number in 1910 (10)

They were distributed unevenly over the continent (6 in the Western region; 2 in the Southern region; 1 in the Eastern region)

   c. Project overlay B
      Ask: WHAT DOES THIS DATA INDICATE ABOUT CITIES IN AFRICA?

Students should note:

The number of cities in Africa more than doubled in 30 years (13 new ones)

Many of the new cities have developed along the coast (8 out of 13)

The spatial distribution is still uneven. The greater majority still in West Africa (11, almost one half of the total increase), 4 in the Eastern region, and 4 in the South.

   d. Project overlay C
      Ask: WHAT DO THESE DATA TELL US ABOUT AFRICAN URBANIZATION?

Students should note:

The amount of cities has doubled again in 30 years. (now 47, an increase of 23).

As before, a large number of the 'newer' cities have developed along the African coast.

Although a significant portion of the total urban scene is still centered in West Africa, cities now seem to be emerging all over the continent.

4) Ask: WHAT CAN WE SAY ABOUT THE NUMBER OF CITIES IN AFRICA OVER THE PAST 60 YEARS?

Students may say:

They increase in number.

They are beginning to cover the entire continent.

Many are port-cities.

Ask: WHICH OF OUR HYPOTHESES HAVE BEEN REFUTED BY THESE DATA?

Ask: WHICH HAVE BEEN CONFIRMED?

Ask: WHAT NEW HYPOTHESES EMERGED FROM OUR ANALYSIS OF THESE DATA?

Students might infer:

The growth of cities in Africa depend upon the development of coastal trade.

...

Add any new hypotheses to the lists on the board and delete those which have been rejected.

5) Project overlay D. Tell the students that we have data on urbanization in these four (4) African nations: Ghana, Nigeria, The Union of South Africa and Kenya.

6) For homework distribute the data sheets to the students. (Divide the 4 sets evenly according to the number of students in the class so that each student gets only one sheet. Distribute a copy of the study guide to <u>each</u> student.

7) Have each student write down the list of hypotheses we are testing from the board in the space provided on the study guide.

8) Direct the students <u>in the time remaining to work independently on this assignment</u>.

BASE

AFRICAN CITIES WITH A POPULATION OF 50,000+

1910

1940

1970

SELECTED

AFRICAN

NATIONS

1

URBANIZATION IN GHANA 1853-1970
Cities With Population 20,000+

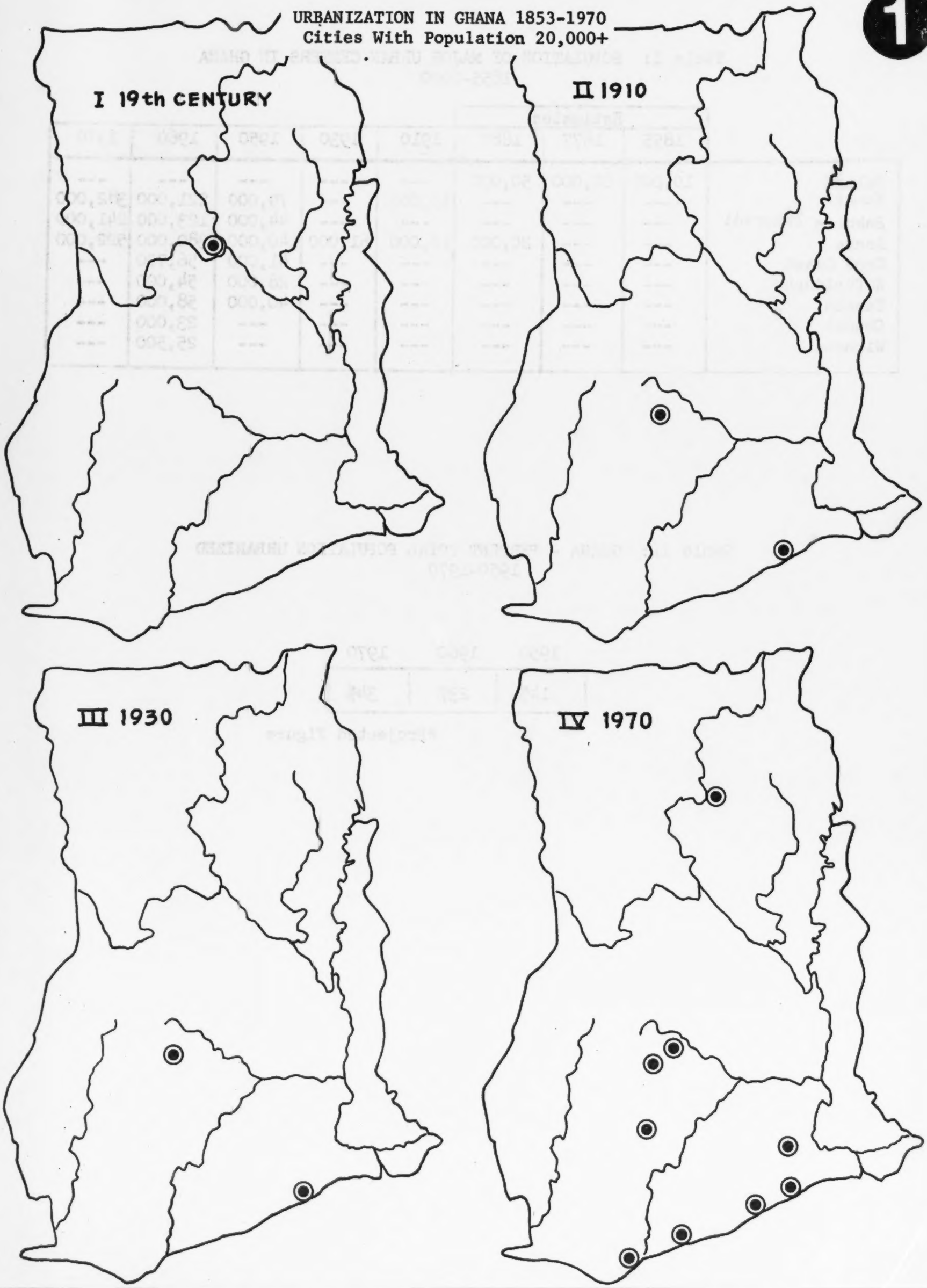


Table I: POPULATION OF MAJOR URBAN CENTERS IN GHANA
1855-1970

	Estimates							
	1855	1877	1887	1910	1930	1950	1960	1970
Salaga	10,000	20,000	50,000	---	---	---	---	---
Kumasi	---	---	---	19,000	---	79,000	221,000	382,000
Sekonde Takoradi	---	---	---	---	---	44,000	123,000	241,000
Accra	---	---	20,000	18,000	61,000	140,000	389,000	522,000
Cape Coast	---	---	---	---	---	41,000	56,700	---
Koforiduah	---	---	---	---	---	28,000	54,000	---
Tamale	---	---	---	---	---	40,000	58,000	---
Obuasi	---	---	---	---	---	---	23,000	---
Winneba	---	---	---	---	---	---	25,500	---

Table II: GHANA - PERCENT TOTAL POPULATION URBANIZED
1950-1970

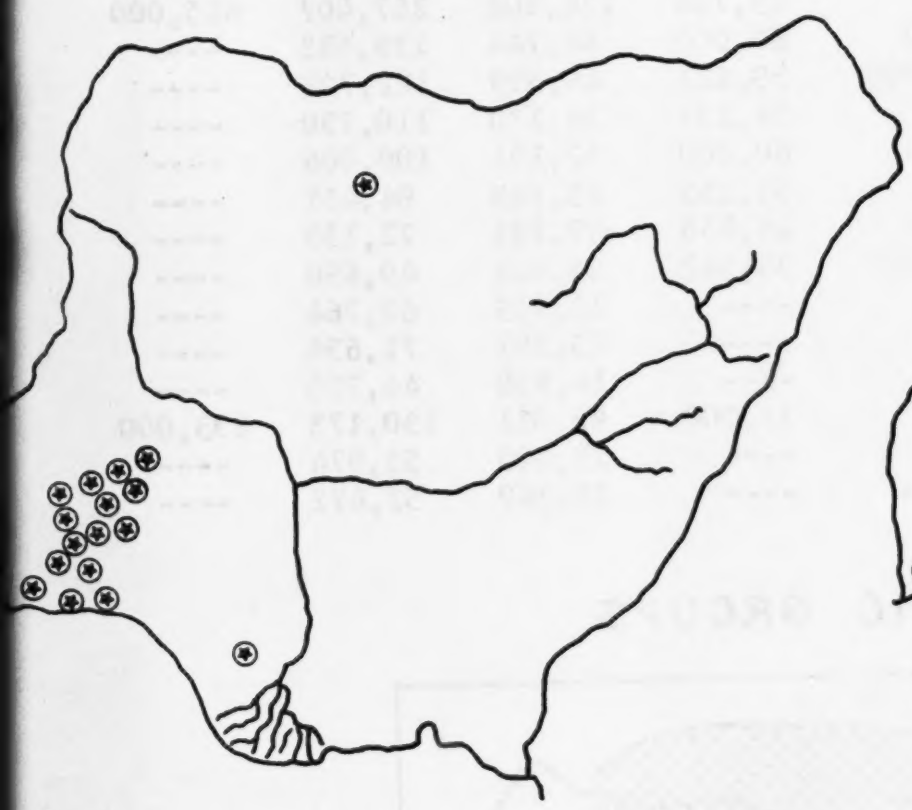
1950	1960	1970
14%	23%	34%

*Projected Figure

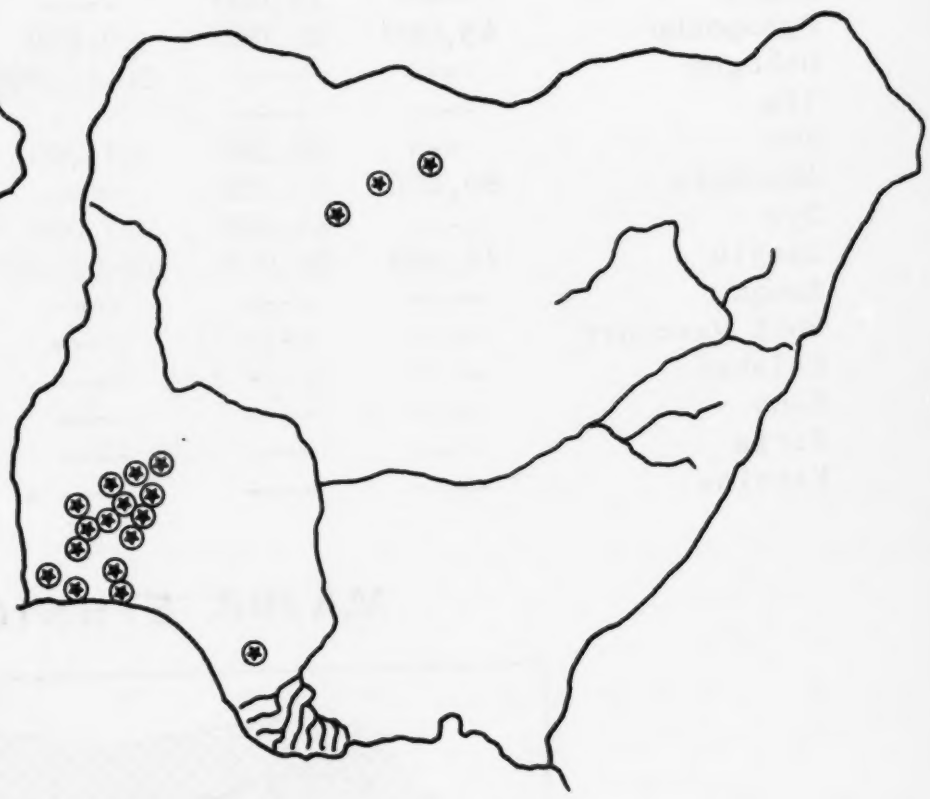
2

URBANIZATION IN NIGERIA 1850-1970
Selected Cities With Population 20,000+

I PRE-1900



II 1910



III 1930

IV 1970

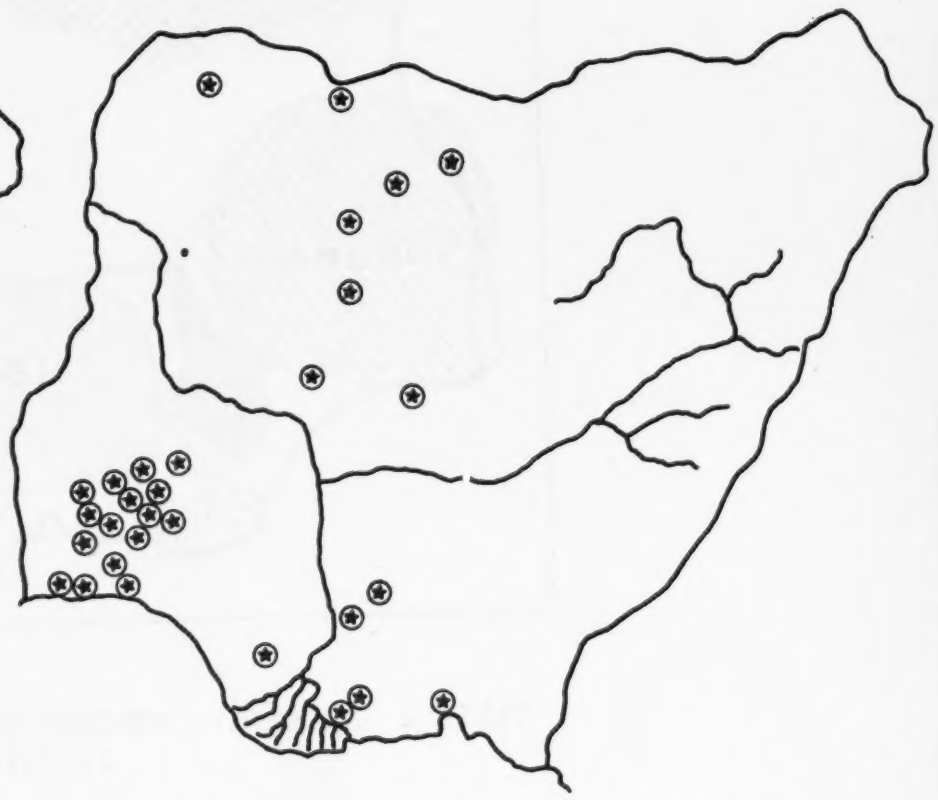


Table I: POPULATION IN MAJOR URBAN CENTERS OF NIGERIA: 1853-1970

	Estimates						
	1853	1856	1890	1910	1930	1950	1970
Ibadan	60,000	70,000	200,000	175,000	387,133	459,196	627,000
Lagos	----	20,000	----	73,766	126,108	267,407	665,000
Ogbomosho	45,000	25,000	60,000	80,000	86,744	139,535	----
Oshogbo	----	----	30-40,000	59,821	49,599	122,728	----
Ife	----	----	----	36,231	24,170	110,790	----
Iwo	----	20,000	60,000	60,000	57,191	100,006	----
Abeokuta	80,000	60,000	----	51,255	45,763	84,451	----
Oyo	----	25,000	40,000	45,438	48,733	72,133	----
Iseyin	70,000	20,000	40-60,000	33,362	36,805	49,690	----
Enugu	----	----	----	----	12,959	62,764	----
Port Harcourt	----	----	----	----	15,201	71,634	----
Calabar	----	----	----	----	16,958	46,705	----
Kano	----	----	----	35,000	97,031	130,173	295,000
Zaria	----	----	----	----	28,000	53,974	----
Katsina	----	----	----	----	22,349	52,672	----

MAJOR ETHNIC GROUPS

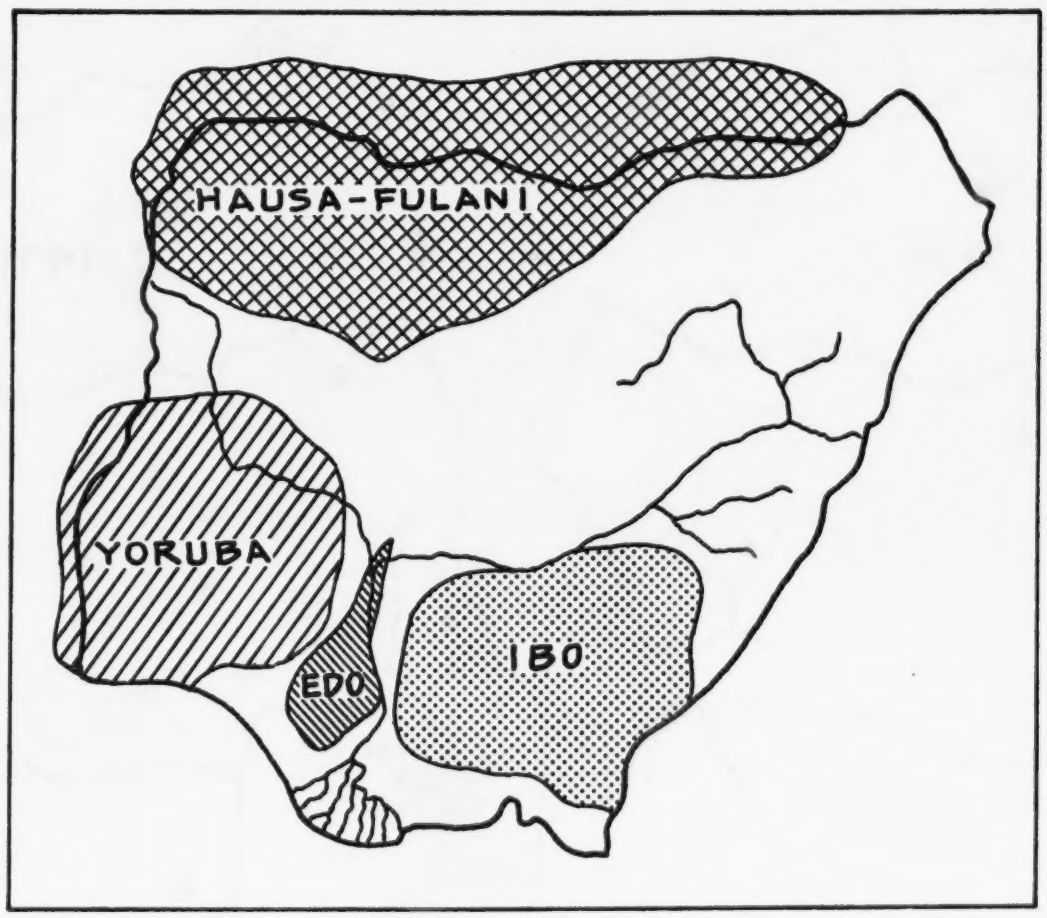


Table 2 NIGERIA: PERCENT TOTAL POPULATION URBANIZED 1950-1970

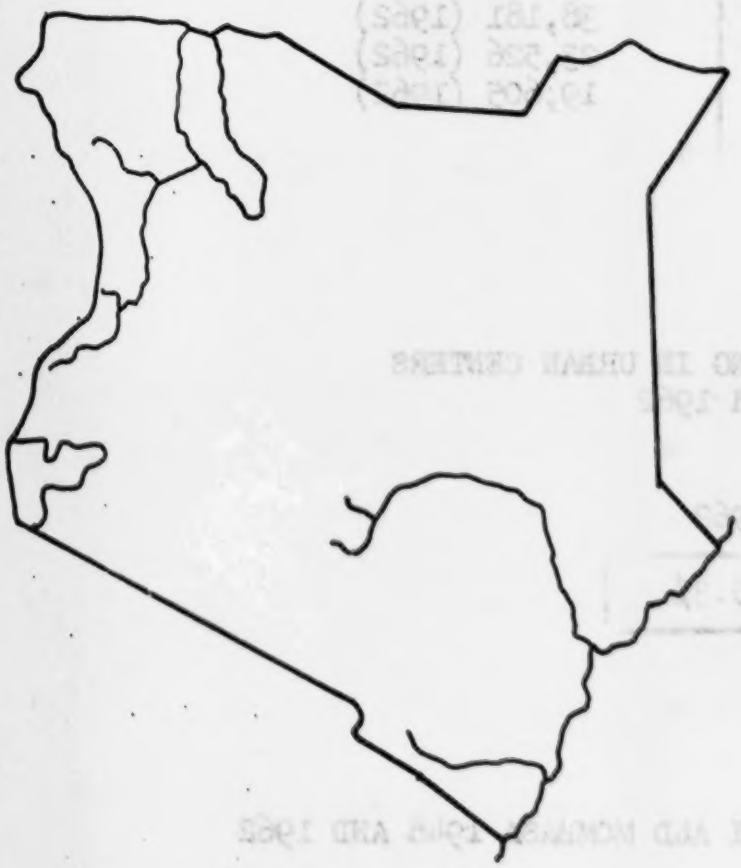
1950	1960	1970*
13%	17%	21%

*Projected figure

3

URBANIZATION IN KENYA 19th CENTURY-1970
Cities With Population 20,000+

I PRE-1900



II 1910

III 1930

IV 1970

Table I: POPULATION IN MAJOR KENYA URBAN CENTERS
1910-1970

	1910	1930	1970
Nairobi	12,000	30,000	477,600
Mombasa	30,000	40,000	246,000
Nakuru	---	---	38,181 (1962)
Kisumu	---	---	23,526 (1962)
Eldoret	---	---	19,605 (1962)

Table II: PER CENT AFRICANS LIVING IN URBAN CENTERS
Kenya - 1948 and 1962

1948	1962
2.6%	5.3%

Table III: ETHNIC COMPOSITION OF NAIROBI AND MOMBASA 1948 AND 1962

NAIROBI

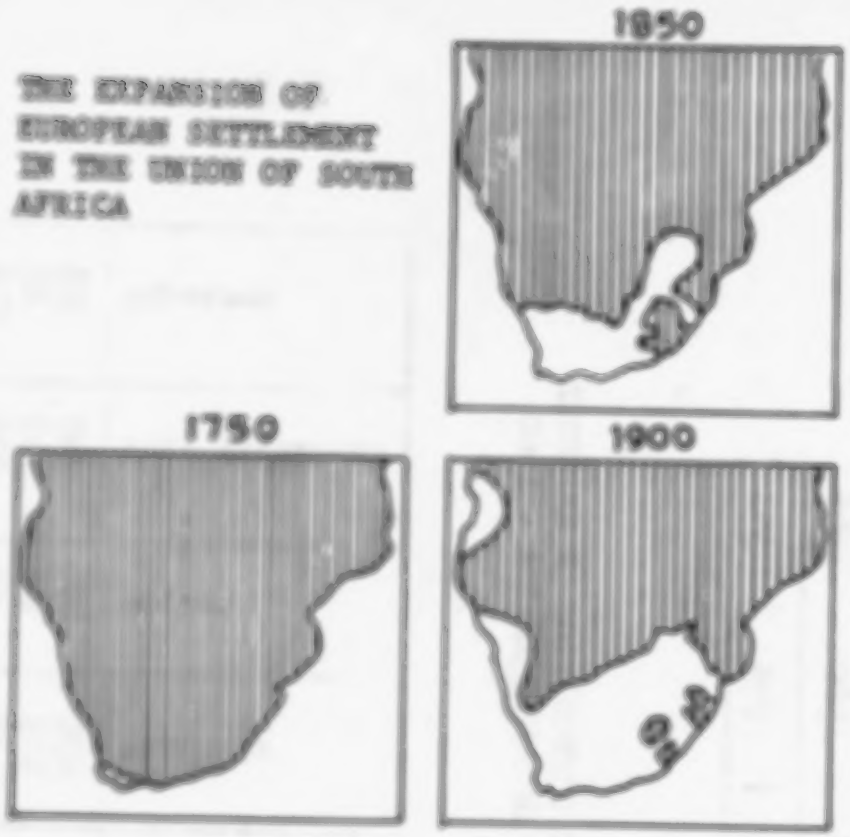
	1948	1962
African	54%	59%
European	31%	32%
Arab	9%	6%
Asian	7%	4%

MOMBASA

	1948	1962
African	55%	60%
European	2%	3%
Arab	19%	11%
Asian	25%	26%

URBANIZATION IN SOUTH AFRICA 1910-1970
Selected Cities With Population 20,000+

THE EXPANSION OF EUROPEAN SETTLEMENT IN THE UNION OF SOUTH AFRICA



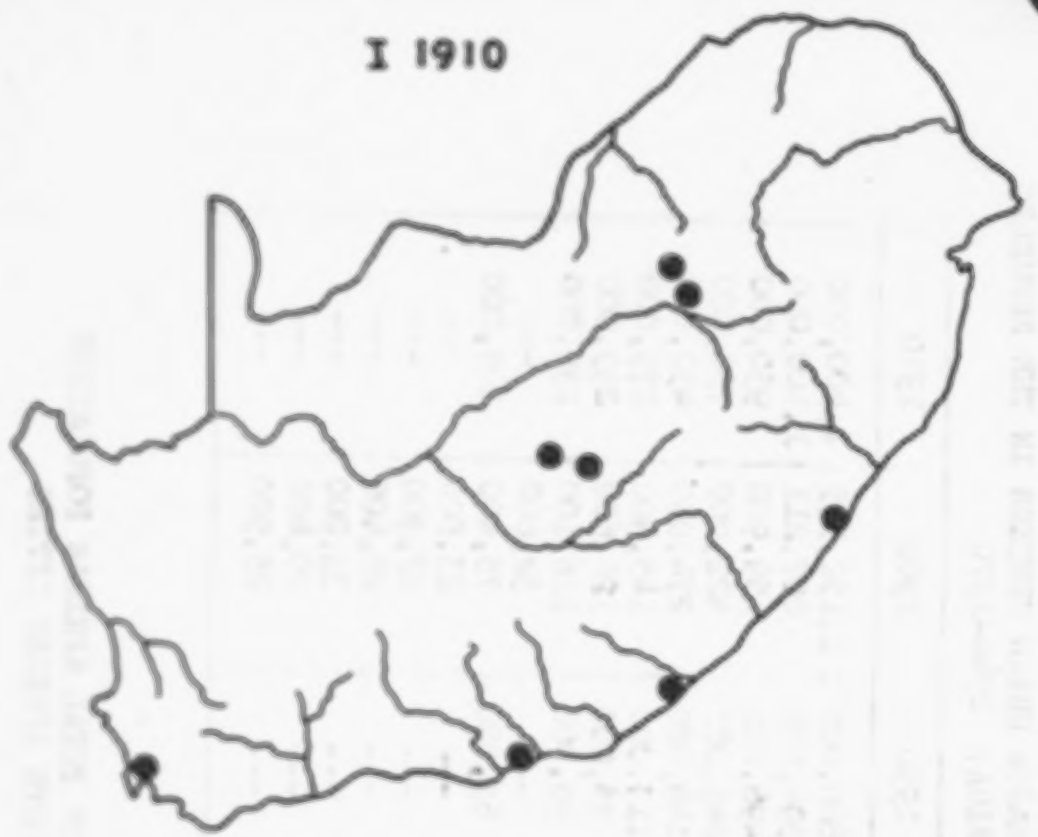


Table I: POPULATION OF MAJOR URBAN CENTERS IN THE REPUBLIC OF SOUTH AFRICA: 1940-1970

	1940	1950	1960	1970
Johannesburg	286,000	880,000	1,152,535	1,400,000
Capetown	187,000	594,000	807,211	1,100,000
Durban	115,000	496,000	659,900	950,000
Pretoria	257,000	245,000	422,000	750,000
Port Elisabeth	125,000	148,000	274,000	450,000
Bloemfontein	---	115,000	145,300	175,000
Petermaritzburg	---	75,000	128,600	235,000
East London	---	95,000	116,100	155,000
Grahamstown	---	---	32,600	---
Kimberly	---	65,000	75,400	105,000
Ladysmith	---	---	23,000	---
Oudtshoorn	---	---	22,300	---
Pietersburg	---	---	28,400	---
Queenstown	---	---	33,200	---
Upington	---	---	20,400	---
Witbank	---	---	25,900	---

Table II: PERCENT OF TOTAL AFRICAN POPULATION RESIDING IN SOUTH AFRICAN CITIES

1904	1936	1960	1965
13%	17%	27%	35%

Table III: ETHNIC COMPOSITION OF SELECTED URBAN CENTERS IN SOUTH AFRICA - 1960

	Johannesburg	Pretoria	Durban	Port Elisabeth	Capetown
Europeans	36%	49%	29%	34%	38%
Bantu	56%	47%	30%	41%	6%
Cape Colored	6%	2%	8%	22%	52%
Asian	2%	2%	33%	3%	3%
Totals	100%	100%	100%	100%	100%

STUDY GUIDE - ACTIVITY TWO

In class today, we began to test some of our ideas about cities in Africa. In order to further test these hypotheses, we will now examine some data on urbanization in a specific African nation.

1. First, make a list below of the hypotheses which we are testing against these data (from the blackboard). As you analyze these data, check whether each has been confirmed, rejected, or not tested.

Hypotheses	Confirmed	Rejected	No Data

2. Refer to the set of maps on your data sheet.

   a. Write a statement which summarizes what these data indicate about the <u>amount</u> (degree) of urbanism.

   b. Write a statement which describes the <u>rate</u> at which cities have been and are growing in number.

3. Refer to Table I on the other side of the data sheet. List two examples from these data which <u>confirm</u> your observations in question 2 above:

   a. Degree (1) (2)

   b. Rate (1) (2)

4. Write a statement below which specifically describes the extent to which Africans are moving to these cities.

   Which data (tables or maps) did you use to answer this question?

5. List below the thing that stands out most about urbanization in this part of Africa.

_____

_____

ACTIVITY 3

A) Introduction: Activity three is designed to help students conclude about the amount of urbanism and rates of urbanization in Africa South of the Sahara. Furthermore, it is organized to encourage students to develop hypotheses about the reasons why Africans are moving from their homes in village to these cities.

The specific objectives of this activity are:

To know the basic features of African village life.

To know that it is difficult to generalize about the extent and growth of cities in sub-Saharan Africa.

To make inferences from data

B) Materials: Slide/tape - African Village Life
Readings - The Lure of the City

C) Suggested Strategy:

1) Ask: WHAT DID YOU LIST AS THE MOST OUTSTANDING FEATURE ABOUT URBANIZATION IN THE COUNTRY OF AFRICA YOU STUDIED? List these on the board.	Students might say: Nigeria: Growth of cities seems to be connected with the Yoruba people. Kenya: Urbanization has come very late. South Africa: Growth of cities seem closely associated with European expansion; Africans significantly dominate in the larger cities. Ghana: City development appears connected with coastal trade.
2) Ask: WHAT GENERAL STATEMENTS CAN WE MAKE ABOUT URBANIZATION IN AFRICA?	Students might note: Degrees of urbanizarion appear to vary considerably within the nations studied as well as over the entire continent. Rates of urbanization also appears to vary to a great degree (e.g. Nigeria and South Africa are "high," Ghana-"medium", and Kenya "low")

3) Ask: WHAT CAN BE INFERRED ABOUT THE REASONS FOR URBANIZATION IN AFRICA?

The new evidence seems to support a variety of inferrences along these lines. Students may infer, for example:

The development of trade (as in the case of the ports)

European contact

A combination of factors accelerating urban traditions (as with the Yoruba of Nigeria).

4) Say: Let's take a look at some additional evidence to see if these ideas are right. Tell the class we will begin to look at the people behind the statistics we have so far examined.

Ask: WHAT DO WE KNOW SO FAR ABOUT THIS RURAL-TO-URBAN MOVEMENT IN AFRICA?

Students should note:

They are moving in increasingly large numbers to the cities.

Amounts of movement vary with local conditions.

Certain cities are heavily populated by Africans (see especially the ethnic composition tables for South Africa and Kenya).

5) Tell the class that one way to find out why people are going to the city is to see what it is they are leaving. Tell them you have a slide/tape of African village life which can be used to find out what life in a village is like.

Ask: WHAT ARE THE TWO MOST IMPORTANT FEATURES OF LIFE IN A TYPICAL AFRICAN VILLAGE? Tell the students to write their ideas down as they view the presentation.

6) Play the slide/tape <u>African Village Life</u>

7) Ask: WHAT SEEMS TO BE THE MAIN FEATURES OF LIFE IN THIS TYPE OF VILLAGE?

They may say:

Specific jobs for men and women

Lots of kids

Farming

Hard work

Open spaces

Families

Regularity of life

...

8) Ask: WHY MIGHT PEOPLE BE LEAVING THEIR VILLAGES TO GO TO THE CITY? List these reasons on the board.

Students may say:

Better jobs

Money

Excitement

Modern things in life

...

a) Have the students copy these hypotheses in their notebooks. For homework, direct them to read the material on pp. 2 - 6 in their booklets and to add to this list any <u>new</u> reasons they find to explain why Africans are moving to the cities.

AFRICAN VILLAGE LIFE (slides)

1. Long-range view of village showing pastoral surroundings
2. Similar - different location
3. Similar - different location
4. Family compound
5. Exterior of house in compound
6. The interior of a house
7. Close-up, sleeping arrangements
8. Village scene, sunrise with rooster crowing
9. Preparing a meal
10. Children playing games
11. Children learning work
12. Women working - making clothes
13. Women working - working in fields
14. Women working
15. Women gossiping in courtyard
16. Women dancing
17. Men working - clearing the forest
18. Boy working - tending animals
19. Men working - whittling wood in compound to make furniture
20. Men in ritual dress
21. Family scene
22. Family scene
23. Family scene
24. Village street scene

25. Village street scene

26. Market Places

27. Market Place

28. Market Place

29. Dancing

30. Entertainment

ACTIVITY 4

A) Introduction: The purpose of this activity is to hypothesize about what Africans will find when they finally arrive in the city and to check these ideas against a variety of data on city life.

The specific objectives of Activity Four are:

To collect data from maps.

To make inferences from data.

To hypothesize about the reality of life in the city.

To check hypotheses against a variety of data on the cities.

B) Materials: Transparency Set 2 - Stages in the Growth of Ibadan, Nigeria
Transparency 3 - Ibadan
Readings - The City: Some Realities
Study Guide - Computing Population Density

C) Suggested Strategy:

1) Ask: WHAT NEW REASONS DID YOU LIST TO EXPLAIN WHY AFRICANS ARE MOVING TO CITIES? List these on the board.	
2) Ask: WHAT DO YOU EXPECT THEM TO FIND WHEN THEY GET THERE?	Students might say: Confusion High prices Crime ...
3) Tell the students you have some data on Ibadan, Nigeria--which may reveal something about what Africans going to that city may find there. a) Distribute the chart (Study Guide - Stages in the Growth of Ibadan, Nigeria: Population Density) and direct students to collect data projected on the transparency maps. Students	

are to fill in the "population" and "area" data for each year.

b) Project Transparency 2 base. Point out the area in which the data they are to collect is located.
Ask: WHAT DOES THIS TRANSPARENCY SHOW?

Ask: WHAT DOES THIS DATA INDICATE ABOUT THE BEGINNINGS OF IBADAN?

It appears to be a very small, walled (fortified?) village.

c) Project verlay A.
Ask: WHAT CHANGES HAVE OCCURRED IN THESE 20 YEARS?

A rapid expansion of the area of the community (a 50% increase).

An 'hpparently" similar rise in population.

d) Project Overlay B.
Ask: WHAT SIGNIFICANT DEVELOPMENTS HAVE COME ABOUT IN THESE 50 YEARS?

Population has tripled
Land area has doubled
Addition of a wall in 1858

e) Project Overlay C.
Ask: WHAT IMPORTANT DEVELOPMENTS HAVE COME TO PASS SINCE 1900?

Population has increased by 2½ times the 1900 figure.

Area has increased considerably (also about 2½ times since 1900).

Addition of roads and rail transportation give it less of a "closed" look.

f) Project Overlay D.
Ask: WHAT SEEMS TO BE OCCURING IN IBADAN NOW?

The increase in transportation facilities within Ibadan and without--thus linking it to even greater degrees with the surrounding world.

Students might note that the addition of the airport increases dramatically the above development.

g) WHAT CAN BE SAID ABOUT THE POPULATION GROWTH OF IBADAN AFTER 1830?

h) Ask: WHAT HAS BEEN THE THE PATTERN OF POPULATION DENSITY IN IBADAN SINCE 1830? Direct the students attention to the example provided on the handout chart, explaining how to figure population density. Have the students compute the population density of Ibadan during this period.

Pre-1830 - Unknown
1850 - 60,000 per square mile
1900 - 75,555 per square mile
1950 - 76,666 per square mile
1963 - 42,850 per square mile
1970 - 44,785 per square mile

i) Ask: WHAT IS THE TREND IN THE POPULATION DENSITY OF THIS CITY? Why?

Students should indicate the density increases till 1950 and then decreases because the city grows in area.

4) Project Transparency #3. Ask: WHAT CAN WE INFER FROM THIS PHOTO ABOUT THE CONDITIONS OF LIFE WHICH GREET NEWCOMERS TO THIS CITY? List these on the board.

Students might infer:

Housing shortages
Overcrowded living
Apartments
Slums
Crime
Unfriendliness

5) For homework distribute study guide for Activity 4. Direct Students to read the directions carefully. Have them spend the remaining class time listing in the column headed "features" the kinds of things listed on the board in answer to question 4. For homework students are to complete the study guide according to the directions.

BASE

PRE-1830

STAGES IN THE GROWTH OF IBADAN, NIGERIA

POP-ULATION	EST. AREA
UNKNOWN	.2 SQ. MI.

MILES
0 1 2

OLD TOWN WALL

N

Adapted from Akin L. Mabogunje, Urbanization in Nigeria. New York: Africana Publishing Corp., 1968, p. 206.

A

[redacted]

1850

60,000 1 SQ. MI.

B

[redacted]

1900

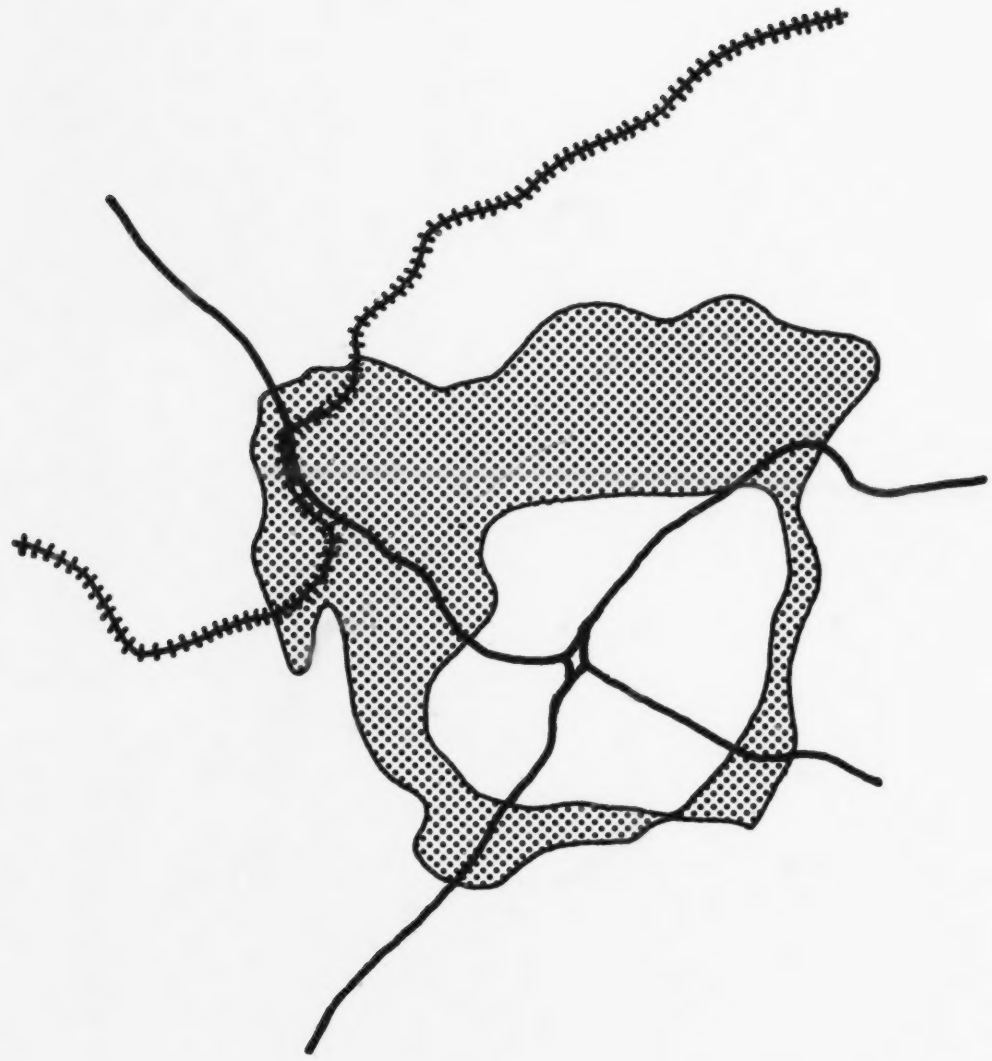
170,000 2.25 SQ.MI.

1858 TOWN WALL

C

[redacted]

1950

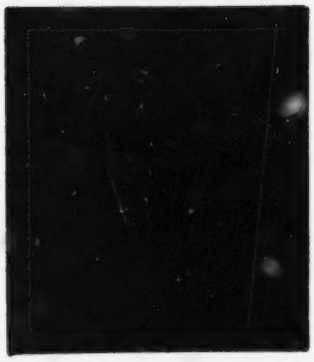


460,000 6SQ.MI.

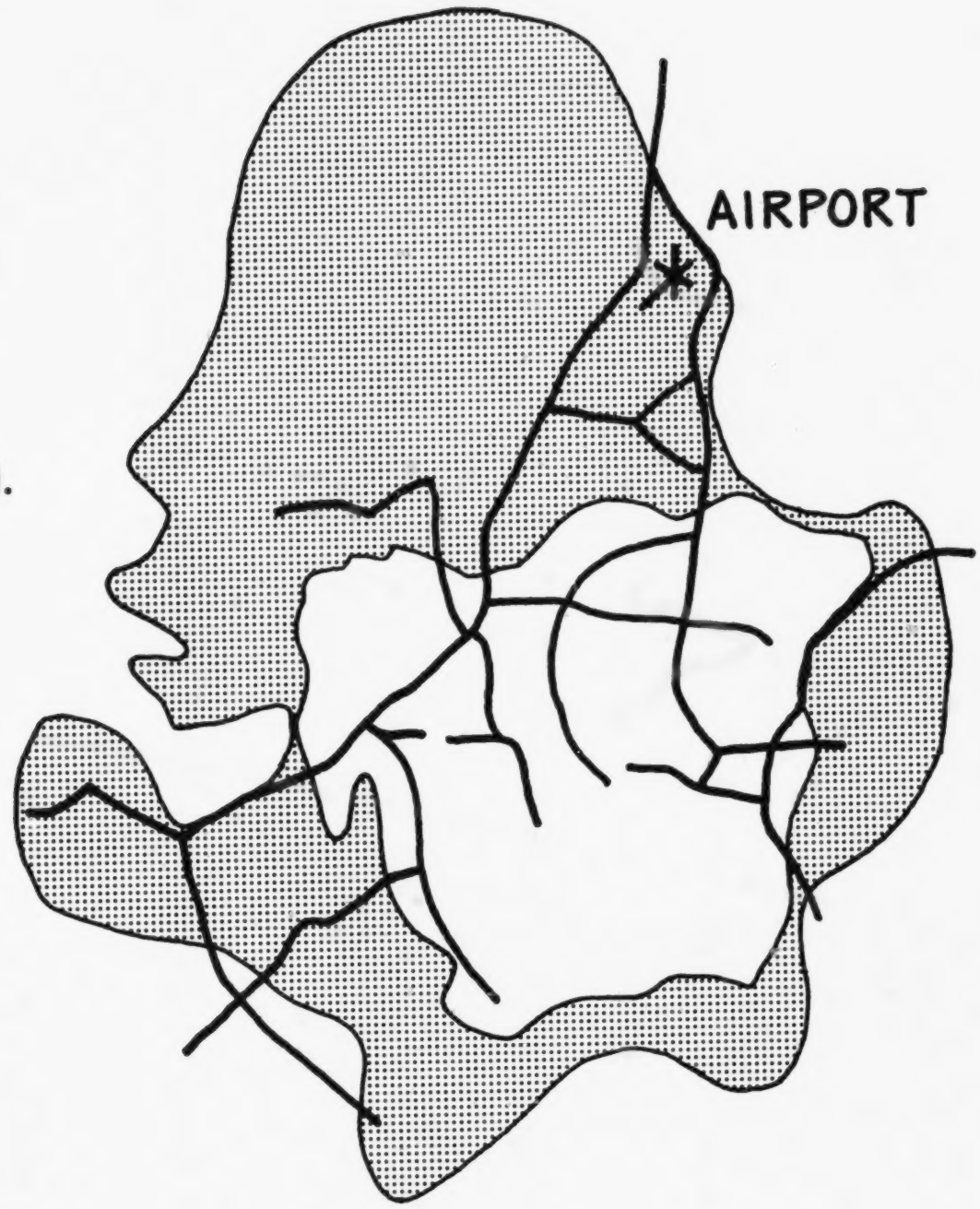
RAILROAD

ROADS

D



1963



600,000 14SQ.MI.

ACTIVITY 4

STAGES IN THE GROWTH OF IBADAN, NIGERIA: POPULATION DENSITY

Year	Pre-1830	1850	1900	1950	1963	1970
Population						
Area* (Square miles)						
Density (Population per square mile)						

*Estimated

HOW TO FIGURE POPULATION PER SQUARE MILE

$$\frac{\text{Population}}{\text{Area (in square miles)}} = \text{Population Per Square Mile}$$

E.G. (1850) $\frac{60{,}000}{1}$ = 60,000 People per Square Mile

MEAN DENSITY OF "TYPICAL" COMMUNITIES OF THIS SIZE IN THE UNITED STATES IS 7,015 PEOPLE PER SQUARE MILE.

STUDY GUIDE - ACTIVITY FOUR

1. Read the following selection:

> ...(O)n a certain hill overlooking Nairobi, there stood a disillusioned government official. He was all alone, looking at the country he would soon be leaving.
>
> Why do you stand there amazed?
>
> I did not know that this would come to be.
>
> But you saw the signs?
>
> No. I didn't.
>
> You did.
>
> I didn't!
>
> But--
>
> I tell you I didn't. We tried our best.
>
> He walked away, stamping his feet angrily on the ground.
>
> "And to think of all we did for them," he said. The dumb city he and others of his kind had helped to create looked at him. There was no comfort from the corner, the very center of the trouble.

2. The city, this African feels, is "...the very center of the trouble." But why might this be so? What happens to the country people who go to the city to live and work? First, list on the data collection chart (on the other side of this guide) the ideas from the board which describe our expectations of what they will find. Draw a heavy line under the last feature listed.

3. Now, read each of the six selections under the title The City: Some Realities in your booklet. As you do, make a check mark (✓) under the appropriate column numbered consecutively for each selection each time you note the appearance of a specific feature. Be alert for aspects of urban life which you may not have hypothesized at the beginning of the assignment! If you find any, list them under those already on the chart and check each selection to see the extent to which they also may be common in Africa.

DATA COLLECTION CHART

FEATURE OF URBAN LIFE	Story 1	Story 2	Story 3	Story 4	Story 5	News-Paper

ACTIVITY 5

A) Introduction: Activity five introduces the students to the problems Africans may be confronted within the city. It is especially designed to have students explore the "types" of adjustment open to Africans in cities and to check their views against the experiences of real and fictional individuals who have made such a transition.

The objectives of Activity Five are:

To identify problems of city living.

To hypothesize solutions to these problems.

To collect data from readings.

To check hypotheses against data.

B) Materials: Readings - Responses to the City
Study Guide - Activity Five

C) Suggested Strategy:

1) Have the students report the results of their analysis of last night's readings.	
a) Ask: WHAT FEATURES OF URBAN LIFE DID YOU FIND THAT YOU EXPECTED TO FIND?	Students may have found: Crowded living Slums Unfriendliness
b) Ask: WHAT NEW FEATURES DID YOU COME UPON? Direct the students to open their booklets to pp. and examine the data taken from African newspapers. Ask: WHAT ELSE DOES THIS EVIDENCE TELL US ABOUT LIFE IN AN AFRICAN CITY?	Students may say Africans found: Different kinds of people Friendly people Loneliness Hope ...
2) Ask: WHAT PROBLEMS MIGHT WE EXPECT AFRICANS WHO ARE NEW TO THE CITY TO ENCOUNTER?	Students migh say: Loneliness Poverty No skills Lack of money Being "conned"

3) Ask: WHAT WOULD BE SOME WAYS IN WHICH PEOPLE MIGHT DEAL WITH THESE PROBLEMS? List these on the board.

Students might say:

Form clubs
Drink
Become criminals
Work hard
Go back home
Get education
Leave the country
Join a rebellion
Take drugs
Live with relatives
Join a union
...

4) Have the students group the items on the list according to whatever headings they may suggest. List these on the board over the types of problems suggested above.

A classification may develop such as:

<u>Reactions to Problems in City</u>

Accomodation
Escape
Conformity
Rebellion

5) Distribute the study guide for homework readings. Have the students list their classifications on the chart on the study guide. (From the board)

6) For homework, direct the students to read "Responses to the City" in their booklets and to complete the study guide to see how some Africans have handled these problems.

STUDY GUIDE - ACTIVITY FIVE

1. On the chart below, write in the names of the categories which we developed in class today to classify the range of reactions to problems of city living in Africa.

2. Now examine each of the reading selections which appear under "Responses to the City" of your booklet. As you do, make a check after each name in the column which best represents the ways which that individual responded to city life.

3. Be alert for types of responses which do not fit our scheme. Write in any additional categories which may emerge from your analysis.

Categories of Adjustment

Individual African	1	2	3	4	5	6	7
Swartyard							
Kimboy							
Sango							
Buraimoh Ajikatu							
Isaac Olu Oyewujni							
Peter Adam Ekong							
David Njoku							
Ma-Ndlovu							
Obafemi Awolowu							
Camara Laye							

4. What seems to you to be the <u>most common way</u> individual Africans--whether they "make it or not"--confront the problems of life in the city? State your reasons why you think they do this:

ACTIVITY 6

A) Introduction: Activity Six is organized so students may begin to conclude about the impact of urbanization on Africans. Since the data students have so far employed in the unit have been taken from the literature on this issue, today's activity is centered on the taped views of an African who himself has lived much of what we have thus far been analyzing.

The objectives of Activity Six are:

To generalize about the African response to city life.

To check generalizations against scholarly readings.

B) Materials: Taped Interview
Readings - The Scholars' Views
Study Guide - Activity Six

C) Suggested Strategy:

1) Ask:- HOW DID OUR CATEGORIES HOLD-UP AGAINST THE READING LAST NIGHT?	
2) Ask: WHAT SEEMED TO BE THE MOST TYPICAL WAY AFRICANS ARE MEETING THE PROBLEMS OF CITY LIFE?	Students may say Africans: Work Hard Join groups (religious, "club", union) Get education Maintain contact with village ...
3) Say: Let's see if these ideas are right. Tell the class you have a taped interview of an African talking about his experiences with village and city life. Direct the students to make a note of his ideas about the differences between village and city life.	
4) Play the taped interview.	
5) Ask: WHAT NEW THINGS DID YOU FIND ABOUT AFRICANS IN CITIES?	Students may say: They are born in cities They have problems such as reading street signs, getting and keeping jobs, getting used to automobile traffic ...

Ask: WHAT CAN WE NOW SAY IN GENERAL ABOUT THE WAY AFRICANS ARE RESPONDING TO CITY LIFE? Have the students write this statement into their notebooks.

Students might say:

It seems to be a fairly smooth transition.

There is more connection between village and city life than is previously thought to exist.

...

6) For homework distribute the study guide have the students read the assessment of the African responses to city life under the title <u>The Scholars' Views</u> in their booklets.

STUDY GUIDE - ACTIVITY SIX

1. a. Make a list of the adjectives Basil Davidson employs to describe the quality of city life as compared with the African countryside.

_____

_____

_____

_____

_____

_____

b. Write a sentence below which summarizes Davidson's assessment of the effect of city life on Africans and Africa.

2. a. What seems to be the <u>major</u> area of disagreement between Peter Lloyd's and Basil Davidson's analysis of African urbanization?

b. List below at least two aspects of African urbanization cited by Lloyd to support his argument about the <u>degree</u> to which Africans are having difficulty in adjusting to the city.

_____

_____

3. a. According to Kenneth Little, what is the major problem of adjustment faced by Africans in cities?

b. List at least three (3) ways in which voluntary associations specifically make this problem of adjustment <u>less</u> difficult than one would suppose.

(1) _____

(2) _____

(3) _____

4. Contrast the generalizations about Africans in the cities developed in class today with those you have just read.

   a. In what ways have these authors tended to <u>confirm</u> our assessment?

   b. In what ways have they tended to <u>reject</u> our analysis?

INTERVIEW SCRIPT

In my own country I was born in the city. I had relatives in the village so occasionaly went out for holidays to visit. My relatives had cattle, sheep, and a few goats-but mostly cattle and sheep-and milking was fun. We had the Kraal, which is the enclosure where you keep in the animals in the evening and it was a pleasure in the evenings to go and drive the cattle or sheep back home and chase these animals at milking time. In the mornings, also, getting up in the morning; going out milking and then after milking driving these to the open country. It was fun.

In the villages, I would say, perhaps the strongest difference (compared to the city) is that <u>all</u> the adults seem to look after <u>all</u> the children, irrespective of whose children they are. You could be told, "that's not the right thing to do," by anybody and you had to be careful of <u>any</u> adult. In the city you are only careful your parents didn't see you. Otherwise it didn't matter very much, your behavior. Most people didn't care. As I grew older I would say the children usually are little--they were not familiar with books and with the cinema, and things like this or comics which is what--that was the major difference between the children as far as I can recall. But with older people I've never been able to make the comparison, except that they weren't dressed as well and you know, either sandals or no shoes at all. This was mainly a difference in appearance. As far as-- Oh, they didn't talk about sports-cricket or tennis-like the city people do. They didn't talk about gambling and the races or something. You know there was this difference in conversation. But (it was) otherwise in talking about politics and things like this (That is, they are alike in this latter respect).

Yes, there is quite a problem with the direction with the streets and things. I would say, yes, this is especially true. Almost the same as

when a person moves from a small village here (in the U.S.) into a big city. You might have, oh, a farmer moving into a big city. He might have similar problems. But here (in Africa)m thby would probably be made even more difficult by the fact that people are illiterate, for one thing, and they can't read the streets if they want. They've got to, you know, ask all the time. And with buses and where people don't usually tell you what to do, they go about doing their own business, go on the bus and move on. Sometimes, if there's somebody who can notice that a person has been standing there, by the bus stop, a little too long, then he might stop by and say; "Can I help you?" But usually they are quite lost in a big city. They <u>may</u> have a store which may be about 4 or 5 miles on the roadside, you know, by the roadside, anywhere. Or sometimes six miles away. And this is usually a general store. And the differences between the residential area which--what all the village is, actually, is just a residential area. The difference between that and moving into a commercial area in the city is a little confusing.

They go to look for jobs. Usually they have either relatives or somebody who knows some-there's a household that requires a gardner or a cook or somebody, oh, you know, laborer stuff. And the other problem, of course, is cars, you know, automobiles. There are too many and a village may not even have a single one. Now going into the streets and crossing the streets and these problems are really-the lights, they don't know about the lights and they usaully move with the crowds, of course they can judge when to cross. But usually they sometimes move half way up the--down across the street and decide, "Nope, there is a car coming, and he hasn't stopped yet," and they run back and you can make out that <u>this</u> is a village person.

Oh, they usually go in and stay with their relatives in the African areas of the city. Usually they go there where they know somebody.

The problem might be when, oh, is the extent to which cash can be used. In the villages usually people will do certain jobs without expecting to be paid for them or to pay for them. But in the city it's differenct. The people expect to be paid for what they do and the villager is a little upset by this situation which is fairly uncommon in the use of money.

The men would probably leave from the village to look for work in the city leaving the family behind and he may not be able to go back home for another year or two years before he might go back home. The jobs are such that if he leaves the job somebody else is going to take over. And what they do usually is to find another relative or somebody they know from the village to place in the job and then they go home for a period. And until they can find somebody else to do this, it can be very difficult to come to the same job.

At present, actually school leavers tend to go to the city, both men and women, from the primary school. In Western Nigeria, primary education is free. After the sixth grade, when they cannot continue to secondary school or secondary modern school, then they go to the cities to look for work. And this is true of both boys and girls, but more so with boys. Girls don't usually go out that much. But, I should hasten to add that girls are beginning to move into the cities.

In the South African--I mean the West African city is also a fairly interesting--it has interesting differences. Usually the man who is in the city has a house in the village. So he belongs <u>both</u> to the city and to the village. So when girls and boys from the village go to the city they usually

have relatives, because the village is usually also an area which is close to the farming lands. So the men migrate from city to village. Occasionally, actually, city people move over to the villges for a period of time during the farming year, and then go back to the town dwelling.

If you look at the west African cities, most of them were not started by Europeans. They were there before the Europeans came. So that the old cities with the walls and the old buildings and narrow lanes still exist. And you find that the Europeans, when they came to settle in the same city built a new set of streets and buildings of a different structure on the sides or around. But the big, main city still remains and a few walls have been knocked here and you find winding streets among these mud-walled buildings. And since these were not, in fact, built for the type of systems that you find in the modern cities, drainage is fairly bad, you know, along the streets. The streets themselves are fairly bad, they wind around and they are narrow, and the little shops along the streets are temporal structures most of the time. So there are quite a few --there are great differences.

This extension of the family into the village (by way of village clubs) is very common. In village life in West Africa in the farming level, the family-a man and his wife-they do the labor work. And if that's too much, they get the relatives to help. And if that is <u>still</u> too much, they get the village to help. And this <u>oneness</u> continues, as it were, in the towns-in the cities. First the relatives, then people from the same village tend to associate.

In West Africa, although I would say in the last, oh, ten years, there is a visible increase in crime in the cities. It has spilled over to the villages, especially in countries where there have beem coups and were soldiers

have taken over. And, as I would say, it would depend on the nature of crimes (that is whether or not there has been an increase due to urbanization). In Onitsha, for instance,-and I have seen this happen in Lagos,-where a person has shouted"Thief!" and a whole crowd of people have chased this person throwing stones, and the police had really to defend that person in a city the size of Lagos, and the size of Onitsha. One does notice that the ethics of the village carry over into the city, and especially when the people in the city themselves are the same people who live in the village. You couldn't say the same thing about South African cities. There is definitely a distinction, and there is greater crime.

There is a definite blending in this sense that the people who have and who are properly educated ones as well. Some of them were in England and some of them have associated with Englishmen within the government structure, and their behavior tends to be Westernized--although they still remain African themselves. The man who has not been to England and also who has grown up in the West African situation reads the books; he goes to school; he interprets the books the way they should be interpreted in English, but he does not get to take in the habits that so with this. He keeps and maintains the African traditional behavior forms. Let's say, for instance, if a person comes into a house-one is usually invited to eat in African tradition, even if you didn't know they were coming. It might not be courteous to say, "No." You might take one mouthful, then that will be "No." You would say no thank-you. You would taste one little bit or you might not eat at all. Now a person who has been in England and who has been there probably for quite a while might dispense with this-you know,having brushed his teeth or something else, and wouldn't take a mouthful or drink of something he does not really want to

take. And this is not--for a stranger it would be acceptable if they said "No." A foreigner, you know, they call him a stranger-a foreigner, with different habits. But, for somebody who has grown up in that society to do that is insulting. And, to an educated West African who has lived his life in West Africa; has gone through the education system, and through university without bothering with the Western culture, or not having come into contact with the people who try to practice them, that he might feel (that is, such behavior) is an insult. And this is a gap that is being created-not a generation gap but, I suppose, a culture gap.

ACTIVITY 7

A) Introduction: This activity concludes this study of African urbanization. It is especially designed to demonstrate one possible direction which further inquires into African urbanization--and urbanization in general--might lead.

The objectives of Activity Seven are:

To conclude.

To hypothesize about urban life in the United States as compared with Africa.

B) Materials: None

C) Suggested Strategy:

1) Have the students refer to their study guides for last nights homework.	
a) Ask: WHAT ADJECTIVES DID BASIL DAVIDSON USE TO DESCRIBE AFRICAN CITY LIFE?	He employed: Dangerous Challenging Harsh Exciting Hostile Beckoning
b) Ask: HOW DID HIS DESCRIPTION COMPARE WITH ANALYSIS OF THE TWO SOCIAL SCIENTISTS?	Davidson tends to emphasize the crisis aspects of the transition from rural to urban life to a greater degree than Little and Lloyd.
c) Ask: WHAT CHANGES SHOULD WE MAKE WITH OUR GENERALIZARION ABOUT THE AFRICAN RESPONSE TO THE CITY IN VIEW OF THESE READINGS?	...
2) Ask: IN WHAT WAYS DO YOU THINK THAT THE AFRICAN RESPONSE TO CITY LIFE MIGHT BE SIMILAR TO ONE EXPERIENCED IN THE UNITED STATES?	Students might say: Voluntary associations help to bridge the gap in our cities. (Elks, Moose, Trade Unions, Knights of Columbus,...).

People might also move in temporarily with relatives.

They might go back home just as Africans.

...

Ask: IN WHAT WAYS WOULD YOU EXPECT THE RESPONSES TO BE DIFFERENT? WHY?

Students might say we have:

Less language difficulties apparently
Longer experience with city life
Greater chances to belonely (less of a family tradition than is generally true in Africa)

...

3) Ask: HOW COULD WE FIND OUT IF WE ARE RIGHT?

Students might say they could compare what we now know about African cities with a more detailed study of life in one or two American cities.

URBANIZATION IN AFRICA

STUDENT READINGS

INTRODUCTION

According to the 1960 U.S. Census, 69% of all U.S. citizens lived in cities of 50,000 or more people. It seems appropriate, then, to begin a study of cities and city life in Africa by examining some data about cities of similar size in Africa. So that we may get a better idea of just what such a city is like, the selection below describes what a typical American city of this size "looks like."

The average city...

Adapted from U.S. Bureau of the Census, County and City Data Book, 1962 (A Statistical Abstract Summary). U.S. Government Printing Office, Washington, D.C., 1962.

...Eugene, Oregon - 50,977.

THE LURE OF THE CITY

Essi, a freshly-scrubbed country girl innocently arrives at a Lagos railroad station and while waiting for her mother is "led astray" by a flashy "city-type" young man. At the "Harlem Club," a Lagos night spot, Essi ponders the scene before her--and reveals why many young Africans are drawn to the city.

Essi sat at...

Adapted from Cyprian Ekwensi, Lokotown and Other Stories. London: Heinemann Educational Books, Ltd., 1966, pp. 113-114.

...particles, and smoke.

The President of the Umuofia Progressive Union, (a hometown club for men in Lagos), gives a member a piece of his mind on the subject of sleeping on the job.

You did not...

Adapted from Chinua Achebe, No Longer At Ease. London: Heinemann Educational Books, Ltd., 1965, p. 79.

...them to Lagos.

A young girl, newly arrived in the city, seeks help from a fellow Ibo tribesman who is a minor civil servant in the Government. Obi then reflects on what brings some Nigerians to the city.

'Is a scholarship...

Adapted from Chinua Achebe, No Longer At Ease. London: Heinemann Educational Books, Ltd., 1965, pp. 91-92.

...make any promises....'

Jagua Nana, the heroine of this novel, recalls the life she formerly had in her home village and why it was that she came to Accra, Ghana.

She was Jagua,...

Adapted from Cyprian Ekwensi, Lokotown and Other Stories. London: Heinemann Educational Books, Ltd., 1966, pp. 95-100.

...way to Accra....

A young man explains why he felt drawn to the city, despite his awareness of the difficulties for Africans in South African urban centers.

My friend Jonathan...

Adapted from Peter Abrahams, Tell Freedom. New York: Alfred A. Knopf, 1954, pp. 275-277.

...this new world....

THE CITY: SOME REALITIES

Author-Psychologist Wulf Sachs relates the feelings and perceptions which John--the "subject" of his study--experienced when he arrived with his family for the first time in Johannesburg, South Africa.

John was tired...

Adapted from Wulf Sachs, Black Anger. Boston: Little, Brown and Company, 1947, pp. 70-71.

...toffee to suck....

Not all first impressions of the city are necessarily as devasting as that described by Sachs. In the next selection, Chief Obafemi Awolowo presents an autobiographical account of a somewhat different experience.

On the approach...

Adapted from Obafemi Awolowo, The Autobiography of Chief Obafemi Awolowo, Cambridge, England: Cambridge University Press, 1960, pp. 36-37.

...ordinary human beings.

What is the experience of rural migrants to the city after they have spent some time there? One view--and a somewhat acid one at that--is presented by poet Lenrie Peters. Here he describes the life style of workmen in the city.

After they put...

Adapted from Lenrie Peters, Satellites. London: Heinemann Educational Books. Ltd., 1967, pp. 100-101.

...in their hand.

Letters to an African newspaper's version of "Ann Landers" reveals yet another variety of 'reality' faced by rural immigrants to cities.

'...I cannot make...

Adapted from Gustav Jahoda, "Love, Marriage, and Social Change: Letters to the Advice Column of a West Africa Newspaper," in van den Berghe, Pierre L. (ed.), Africa; Social Problems of Change and Conflict, San Fransisco, California: Chandler Publishing Company, 1965, p. 151 and p. 155.

...to be happy?'

This final excerpt is taken from a novel about a young man "on the make" in Lagos, Nigeria. Although he has achieved some success in this venture, he pauses here to reflect on the "real" Lagos as it compares with his first impressions.

...Obi, newly returned...

Adapted from Chinua Achebe, No Longer At Ease. London: Heinemann Educational Books. Ltd., 1965, pp. 16-18.

...bag--FUTURE MINISTER.

One way for us to find out what life in an African city is like is to examine the classified ads of African newspapers. This last reading selection contains such data regarding an East African city--Nairobi, Kenya--and that of the West African city (and metropolitan area) of Ibadan, Nigeria.

[illegible]

WE HAVE ALL THE FAVOURITE FOOD EXPERTLY PREPARED AND SERVED.

- Gracious atmosphere
- Courteous service
- English and continental dishes
- More than 100 different varieties
- Air-conditioned dining- room

DINE OUT AND ENJOY THE MUSIC AT OUR DISCOTHEQUE

RENDEZVOUS RESTAURANT

Kimathi Street. Phone: 25212

DONOVAN MAULE THEATRE

TONIGHT at 6 and 9.30

THE ITALIAN GIRL

by

IRIS MURDOCH

(Author of A Severed Head)

An outrageous sexual comedy.

THIKA ROAD Drive-in

LAST TWO PERFORMANCES

Today at 7 and 9.30

United Artists present

LIVE FOR LIFE

Starring

YVES MONTAND
CANDICE BERGEN
ANNIE GIRARDOT

The sequel to the popular "A MAN AND A WOMAN"

The film that was shot here in Kenya

How long can YVES MONTAND double-cross his wife

(Unsuitable for children under 16)

Patrons please note that LIVE FOR LIFE will start promptly at the 7 p.m. performance

OPENING TOMORROW at 7.15 only

Universal presents

THE RIDE TO HANGMAN'S TREE

Starring

JACK LORD
MELODIE JOHNSON

She didn't need a gun to get what she wanted!

(General Exhibition)

GLOBE

LADIES' SHOW

Special Announcements

EVERY MONDAY at 2.45 p.m. Globe Cinema

will have a special Ladies' Show

of Hindustani Films Ladies

make sure to see your favourite Hindustani Films every Monday afternoon at the Globe.

The International Striptease Star

MISS MANDY SILVER

Appearing Nightly at the

SOMBRERO CLUB

Also appearing

ABDULLA–the most popular fire eater, Limbo and African Warrior Dancer.

In support

The outstanding SOMBRERO BAND with the STAR SINGER– GREGORY..

(Temporary Membership available)

For all your sporting requirements

NIGERSPORTS

Equipment Shop
(opposite Kingsway)
P.M.B. 5207, Ibadan
Tel : 24614.

Do not mis dancing to

THE SLINGERS

every Saturday & Sunday afternoon

at

KOLOLO CLUB

Under 18 not admitted.

A well-known

ASTROLOGER

can solve your difficult problems

See personally or write to

S. P. MAHARAJ JYOTISHI

P.O. Box 30169, NAIROBI
Office:Hasrat Road
Phone 22624

Residence: Nairobi West
Telephone 58076 and 59360

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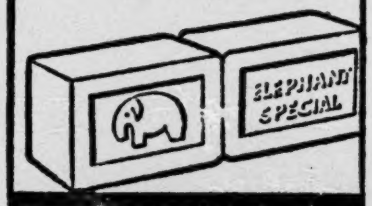

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DON'T FORGET TO COME RACING

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NGONG RACECOURSE

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12, 22, 26, 27, 40, 41

Complimentary Number 29

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To buy, sell, remember, rent, find or notify contact any

DAILY TIMES OFFICE

Property

3 BED-ROOMED flat terrazo floor and marble water-heater all amenities £30 A.so a room and parlour with all amenities £15. View 3, Alhaji Danmole Street Surulere off Adeniyi Road. 6 p.m daily. Tel. 25793.

AVAILABLE 3—4 bedroom houses flats Victoria Island Ikoyi Apapa Ikeja Contact Foakes and Co. 26, Commercial Avenue, Yaba. Phone 43505.

CREEK Road Apapa. We are retained to find tenants for premises that can quickly be constructed to tenants' requirements on undeveloped one acre plot. Knight Frank and Rutley (Nigeria) 47, Marina, P. O. Box 221 Lagos Phone 25322 21786 and 26887.

FLAT 24 Olode Okota. Idi-Oro Yaba

LAND for sale at Mile 12, Ikorodu Road Contact Mr Fikandanmiwo Mile 12 Ikorodu Road.

TO LET Large spacious shop commercial centre Lagos Contact Okunowo 44 Binuyo Street Lagos 2 — 4 p.m. daily.

TWO Bedroom flat 55, Payne Crescent Apapa 47823/250 3 p.m. 44780

YAKUBU Gowon Street, 4 000 sq. ft. modern third floor office with private lift, private parking area for six cars and other facilities. Available at 19/- per sq. ft. For further details contact R. C. Irving and Company Limited 11/17 Tinubu Street, Lagos. Tel. 20141.

In Memoriam

CYNTHINO Jenkins Martins — We remember you today your 72nd birthday. Agbeke. Jide. Ronke Lola. Tunde.

JAIYESIMI — In loving and affectionate memory of our dearly beloved grandmother. Alaba Jaiyesimi (alias Iya Alaro) who was called to the higher service at Ikorodu on July 17 1941. May the Lord grant you eternal rest E. Ovedele Dosunmu for the family.

ODUNSI — In affectionate memory of my beloved sister Felicia Adebola Odunsi who passed away thirteen years ago. May the Lord grant you eternal rest Amen. Fondly remembered today and always by — Mosun.

OLOMOLEHIN Emily — One year had rolled by today. Always I remember a devoted friend. Iviola.

POPOOLA — In evergreen and affectionate memory of our dearly beloved mother Mrs Comfort Wuraola Adeboun Popoola who slept in the Lord on July 17, 1944 To live in the hearts of those you left behind is not to die Mother, rest in perfect peace. By her children Mrs Foluke Osho Dr Femi Popoola Mrs Tokunbo Akinsanya Mr Sunday Popoola

Change of Name

AKINTOYE — I, formerly called Miss Margaret Jolade Akintove hereafter wish to be known and addressed as Mrs Margaret Jolade Bakare. Former documents remain valid. Ministry of Education Western State please note.

ALLI — I formerly called Miss Joy Awa Alli wish to be called Miss Joy Awa Alnodio hereafter. Former documents remain valid.

ALIYU — I formerly known and addressed Francis Aliyu wish to be known and addressed hereafter as Aliyu Obi. All former documents remain valid A.H.Q. N.A. Ministry of Defence A.H.Q. and N.A.E. and P.S.R.O. please note.

LEWIS — I, formerly known as Mrs Arit Augustus Lewis hereafter wish to be called Miss Arit Effiong Bassey. Former documents remain valid Ministry of Home Affairs and Information, South Eastern State please take note.

NWOBIDI — I, formerly called John Nwobidi hereafter wish to be John Nwobidike. Former documents remain valid.

OFIAJIAKU — I, formerly called Cyril Okonkwo Chukwudobel Nwa Ofiajiaku, wish to be called Chidobel Ofia. Former documents remain valid.

OGBE — I, formerly called Wilson Ogbe hereafter wish to be Wilson Onesan. Former documents remain valid.

OREMADE — I, formerly called Miss Elizabeth Waleola Oremade wish to be called and addressed Mrs Elizabeth Waleola Iroko Former documents remain valid. Management of Pool House Group Nigeria Limited please note.

WANTED

A Good Guitarist under 22 years to lead a band.

Apply to:
Manager,
Sunny Ade,
19, Olorunnimbe St.,
Idi-Oro.

Tonight's Cinemas

West African Pictures

At 8.00 p.m

SUPER:—Surulere: Two Shows. 6.15 p.m and 8 p.m. "FOUR FOR TEXAS" (U) The Story of Action and Adventure — Starring Frank Sinatra.

CASINO:— Yaba: "FROM WOMAN TO WOMAN" (U) Shock and Shame story of a Night Girl.

REGAL:— EB: "JANTAR MANTAR" (U) Fabulous Indian film filled with Magic and Action.

KING'S:—Lagos: "SWORDSMAN OF SIENA" (U) Tremendous Spectacle of Action and Adventure.

Appointments Vacant

SALESBOYS carriage bicycles provided S. Adeniyi Adefiove Street Ikate Surulere.

SALES Supervisor/Workshop Manager required Motor Trade Apply P. O. Box 576, Lagos.

SALESCLERK with cash security minimum education Secondary Six or equivalent plus simple accounting experience. Showroom Salesgirl with cash security. Minimum Secondary Four or equivalent simple accounting experience. Bar girls and canteen attendants minimum Standard Six. Shop boy able to ride delivery bicycle cleaners. Male steward cook Apply personally with certificates and testimonials 18 Ikorodu Road Ilgobi Mushin 1—3 p.m. August 19—22. All applicants must be resident in Ikorodu Road Mushin or Shomolu areas.

SITUATIONS vacant for salesmen and typists send a stamped addressed envelope for details to PISCES and Co Box 2024 Ibadan.

ST. CHARLES Grammar School Osha. gbo wanted graduates. NCE. HSC GCE (AL) in Science. Mathematics and French. Apply immediately.

THREE houseboys apply 34. Idoluwo Street. Lagos.

TWO shop boys wanted. Apply Ajasa Stores 33. Palm Church Lagos.

URGENTLY wanted One young girl one young boy as Clerk living in Alagunle Agni Manager 43 Bale

HOUSEBOY/GIRL report Yaba 60 Oshodake Street Ebute Metta

HOUSEBOY (Houseboy) wanted call 14 Rumens Street Ikoyi.

HOUSEBOYS wanted Good salary. Apply in person 1 Dodo-Williams Close Surulere

HOUSEMAID wanted urgently report in person to Mrs Ashabi Thomas 8 Ritimi Street Surulere Lagos

HOUSEGIRL willing to be taken abroad wanted urgently. Apply evening 128 Bode Thomas Street via Agerian Ogunsanya

HOUSEGIRL wanted — call 8 Adelabu Street, Down Ogunlana, Surulere.

JOURNEYMAN Printers Apprentice Advanced Printers 173, Bamgbose St. Lagos.

LADY Clerk wanted Ade Top Fashion 1 Oweh St. Fadeyi Igbobi.

MOBA Grammar School Otun-Ekiti requires in September the services of graduate teachers of English Physics/Mathematics. NCE HSC teachers or French, Chemistry, B.K. African History and Geography Apply Principal

ORIGBO Community High School, Ipetumodu (near the University of Ife Ile-Ife) wanted for immediate appointment a graduate or NCE teacher to teach Physics. Condition of service liberal. Apply immediately — Principal.

Property

DECENT moderate flat — Surulere 95.

FLATS 55 Faiolu Road, Surulere.

TO LET — Modern luxury furnished flats at No. 1 Nelson Street Yaba very quiet area suitable for company Directors premises available for inspection. Contact Okubajo 68, Palm Church, Street Lagos.

TO LET house at Awolowo Road South West Ikoyi — Contact Okpaise Nigeria Building Society Phone 24038 Lagos.

TO LET House at Norman William South West Ikoyi — Contact Okpaise Nigeria Building Society Phone 24038 Lagos.

TWO Modern bungalow of 3 bedrooms two bathrooms etc. with seas. rete gardens and other facilities newly built at Okupe Estate Ikorodu Road. Also Ikoyi, Apapa Apply Awo — Phone 22787.

VACANT flat 38, Oduduwa Street Olorunsogo Mushin — Call at Flat 8 3—7.

Educational

ACQUIRE a Diploma in Book keeping or English after only three months postal study. All lessons airmailed. Reasonable fees thousands of successful students. Write for details without obligation. Dept 331 The Gordon Arlen College 38 York Place Edinburgh U.K.

UNITED Missionary College, Ibadan entrance examination to above named college takes place on September 20, 1969 those eligible for forms are holders of Modern Three Certificate Secondary Class Three Grade Three certificate or Primary/Standard Six with a minimum of ten years teaching experience. Send 3/- postal order with a stamped self-addressed envelope to Examination Secretary.

WESTERN College of Commerce, Yaba 1970 entrance examination takes place August 19 1969. Form/prospectus 5/-. Apply 9/11, Alayi Street Yaba.

WHY not be a Salesman and abandon poor pay forever! Specialist home-study Diploma course by leading Sales Executives gets you that flying start whilst the other fellow is still chasing ads. Details free by air. No obligation Department 70C. The National School of Salesmanship 265, Strand London W.C.2.

WORLD Famous postal tuition for GCE School Certificate, Accountancy (CIS C of S) Law (Bar LL.B), Banking Insurance etc. Over 175,000 successes. Free airmail service from London ensures rapid progress. Write today for your free airmail copy of Your Career to the Principal, The Rapid Results College Dept. NA1, Tuition House London S.W. 19, England.

YABA Academy (approved) gives education for one country and one people day school only annual entrance examination to Class One January 1970 boys and girls takes place on Saturday September 27, 1969 at 8.30 a.m. Lagos Centre only at 8, Eletu-Odibo Street, Abule-Ilesha. Form and prospectus 7/6. Apply the Principal Box 4, Yaba, Lagos.

Clubs Hotels Etc.

AT Ivoha Freedom Hotel Atewolara Mushin, Meet Sunny Brown and His Rhomdeshu's Band Don't miss it.

AT Western Hotel — Meet Palopert. Ish Our restaurant serves you best

COOL Cats Inn presents everynight Prince Adesanya Dance Band Gate free Saturday 4/-.

CRYSTAL Gardens Meet — Peter King and Rock to His Raw Vibrations on Saturday 16th August 1969.

MAYFLOWER Hotel M. F Olayinka and His Juju Band.

RENDEZVOUS 13 Yakubu Gowon Street airconditioned restaurant and night club. Delicious and appetising dishes (African and European) our charges are unbeatable business luncheon dinner parties by special arrangement Dancing nightly music by "Cubana" Orchestra.

YEUGE Inn off Bode Thomas Ikorodu Road meet Olumide and His States Brothers Band tomorrow

IBADAN
TONIGHT AT
PARADISE HOTEL
meet the king of Akwete music
SIR VICTOR UWAIFO.

Memorial Service For Sowande

THE Sowande family of Abeokuta recently held a memorial service in honour of late Daddy Josiah Sowande, of Iporo-Ake, Abeokuta. Daddy Sowande died 60 years ago.

CLUB 21 APAPA

Proudly present
For one Night only

MISS ZEINA AMAR

The Chain Slave Dancer
The Snake Dancer
The Table Dancer
The Belly Dancer

MEET HER TOMORROW NIGHT AT CLUB 21

Phone 55844/21.

Although the focus of these readings is on individual adjustment to the conditions of urban life, the first selection, by way of introduction, deals with the ways in which a group of Africans are reconciling themselves--at least once a week--to the city.

A pitch-dark...

Adapted from Wulf Sachs, Black Anger, op cit. p. 141.

...of physical ecstasy....

The setting of this passage is Monrovia, capital and major port of Liberia. Kim bay, the subject of this study, relates his experience in the city as he tries to become "educated."

When I came...

Adapted from Merran Fraenkel, Tribe and Class in Monrovia. New York: Oxford University Press, 1964, pp. 204-205.

...times for highship.

As we have seen previously, fictional stories about Africa often give us insight into the way people live. This next selection, taken from Cyprian Ekwensi's novel People of the City, pictures the ways which two Africans found to cope with the city. The narrative begins with Sango, the chief character of the novel, reflecting about his job as crime reporter on a newspaper.

For Sango, life...

Adapted from Cyprian Ekwensi, People of the City. New York: Fawcett World Library, 1969, pp. 73-75.

...the tragedy remained.

Social scientist Leonard Plotnicov studied the patterns of living developed by African immigrants to Jos, Nigeria. The next selections present the personal testimony of three of these men.

When it comes...

Adapted from Leonard Plotnicov, Strangers to the City: Urban Man in Jos, Nigeria. Pittsburgh, Pa.: The University of Pittsburgh Press, 1967, pp. 104-105; 191-201; 250-251.

...I be ashamed.

The passages we have been so far examining have dealt exclusively with the ways which men are accomodating themselves to urban life. This selection, however, relates the fictional account of the means sometimes taken by women in the city. It serves also to remind us that women as well as men are coming to live in African cities.

It had spread...

Adapted from T.H. Qwala, "The Thing" in Herbert L. Share and Megchelina Share-Bos, (eds.). Come Back Africa! New York: International Publishers, 1968, pp. 75-81.

...now with Ma-Ndlovu.

Chief Obafemi Awolowo recalls for us a very trying time in his life just after his arrival in Lagos, Nigeria.

When I arrived...

Adapted from Obafemi Awolowo, The Autobiography of Chief Obafemi Awolowo, op cit. pp. 73-74.

...of anxious reflection.

Camera Laye's autobiographical account of his life in French West Africa reveals yet another "type of adjustment" available to people who go to the city. In this selection, Laye describes the first few days of his arrival in the city from Kouroussa, his home village.

Four days out...

Adapted from Camara Laye, The African Child. London: Fontana Books, 1966, pp. 129-130.

...a promised land.

THE SCHOLARS' VIEWS

Basil Davidson is a newspaperman and writer who has published a great deal on African history and culture. The selection below was taken from his most recent book--The African Genius--and reveals his assessment of the impact of urbanization on Africans today.

These processes of...

Adapted from Basil Davidson, The African Genius; An Introduction to African Cultural and Social History. Boston: Little, Brown and Company, 1969, pp. 297-301.

...of the continent.

Professor Lloyd, a sociologist specializing in the people of West Africa, presents a somewhat less traumatic and more "detached" view of West African cities and the Africans who live in them.

With the rapid...

Adapted from P.C. Lloyd, Africa in Social Change. Baltimore, Maryland: Penguin Books, 1969, pp. 112-118.

...in the town....

Kenneth Little specializes in the sociology of urban life in West Africa. He has made an extensive study of the voluntary associations--or "clubs"--in African cities and describes below just how they may function for Africans new to city life.

...African social change...

Adapted from Kenneth Little, West African Urbanization; A Study of Voluntary Associations in Social Change. London: Cambridge University Press, 1965, pp. 85-90.

...the world outside.